STATE · NORMAL · SCHOOL
FITCHBVRG · MASS

Catalogue and Circular
Seventh Year 1904-1905

STATE NORMAL SCHOOL

(INCLUDING MODEL AND
PRACTICE SCHOOLS) . . .

FITCHBURG, MASS.

CATALOGUE AND CIRCULAR

FOR THE YEAR ENDING
JUNE TWENTY-EIGHT,
NINETEEN HUNDRED
AND FIVE

WRIGHT & POTTER PRINTING COMPANY : : STATE PRINTERS : : 18 POST OFFICE SQUARE : : BOSTON : : 1905

Approved by

The State Board of Publication.

State Board of Education, 1905.

Ex Officio.

His Excellency WILLIAM L. DOUGLAS, Governor.
His Honor CURTIS GUILD, Jr., Lieutenant-Governor.

By Appointment.

		Term expires
CLINTON Q. RICHMOND, A.B.,	North Adams,	May 25, 1905.
GEORGE I. ALDRICH, A.M.,	Brookline,	May 25, 1906.
ELMER H. CAPEN, D.D.,	Somerville,	May 25, 1907.
ALBERT E. WINSHIP, Litt.D.,	Somerville,	May 25, 1908.
GEORGE H. CONLEY, A.M.,	Brookline,	May 25, 1909.
CAROLINE HAZARD, A.M.,	Wellesley,	May 25, 1910.
JOEL D. MILLER, A.M.,	Leominster,	May 25, 1911.
KATE GANNETT WELLS,	Boston,	May 25, 1912.

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MERCIE A. ALLEN, ...	Supervising Principal at Edgerly School.
MATTIE A. COLE, ...	Supervisor in Primary Grades at Edgerly School.
CAROLINE G. HAGAR, ...	Supervising Principal at Highland Avenue School.
L. FRANCES JONES, ...	Grade I., Model School.
IDA M. AUSTIN, ...	Grade II., Model School.
MARY MCCONNELL, ...	Grades III. and IV., Model School.
MARGARET M. SLATTERY, . . .	Grades V. and VI., Model School.
FIDELIA E. NOURSE, ...	Assistant, Grades VII. and VIII., Model School.
MARY L MERRILL, ...	Ungraded, Model School.
FLORENCE E. SCOTT, ...	Principal of Kindergarten.
GEORGIANA H. JUBB, ...	Assistant Kindergartner.
MAUD A. GOODFELLOW, . . .	Librarian and Clerk.

The teachers in the normal school supervise the teaching of their respective subjects in the model and practice schools.

Calendar.

Vacations and holidays are marked by light-face figures, school days are marked by full-face figures.

...1905...

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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AUGUST.

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SEPTEMBER.

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OCTOBER.

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NOVEMBER.

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DECEMBER.

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...1906...

JANUARY.

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FEBRUARY.

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MARCH.

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APRIL.

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MAY.

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JUNE.

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Calendar.

(See opposite page.)

1905.

June 28, Wednesday,	Public graduation.
June 29 and 30, Thursday and Friday,	First entrance examination.
September 12 and 13, Tuesday and Wednesday,	Second entrance examination.
September 14, Thursday,	School year begins for entering classes.
September 5, Tuesday,	School year begins for all others; model and practice schools open.
November 30, December 1, 2, 3, and 4, Thursday to Tuesday,	Thanksgiving recess.
December 22, Friday,	Fall term ends.
Christmas vacation, ten days.	

1906.

January 2, Tuesday,	Term begins.
February 21, Wednesday,	Term ends.
Winter vacation, twelve days.	
March 6, Tuesday,	Term begins.
April 19, Thursday,	Patriot's Day.
April 27, Friday,	Term ends.
Spring vacation, ten days.	
May 8, Tuesday,	Term begins.
May 30, Wednesday,	Memorial Day.
June 27, Wednesday,	Public graduation.
June 28 and 29, Thursday and Friday,	First entrance examination.
Summer vacation, ten weeks.	
September 11 and 12, Tuesday and Wednesday,	Second entrance examination.

The daily session of the normal school is from 8.45 A.M. to 2.15 P.M.; the model and practice schools are in session from 9 to 12 A.M. and from 1.45 to 3.45 P.M.

State Normal School at Fitchburg.

HISTORICAL SKETCH.

From report of State Board of Education, January, 1905: —

The present year closes the first decade of the existence of the Fitchburg Normal School. It may be interesting, therefore, to look back and to trace from the beginning some of the aims of the school and to see how far they have been realized.

The Board of Visitors, principal and faculty of the school have from the beginning endeavored to bring into the training of teachers a practical element as well as a theoretical. The aim has been to give, in addition to the theory and philosophy of teaching and the study of subjects to be taught, an opportunity to do actual teaching for some considerable length of time, and to do this teaching under conditions as similar as possible to those which are met with after graduation. That this should be attempted by the new normal schools established by the act of 1894 was clearly indicated in the wording of the act. The plan of the school, then, from the beginning, has included, besides the normal school proper, in which is taught the history and theory of education, psychology and child study, and the special application of educational principles and methods to the subjects pursued in the grades below the high school, another system of schools of observation and practice. These, in accordance with the terms of the act founding the school, were provided by the city of Fitchburg, and a contract between the city and the State was drawn up at the outset.

The normal school itself was first organized in the old high school building belonging to the city of Fitchburg, the first examinations being held in June, 1895. In September of that year a class of forty-six was admitted. A principal and three assistants were employed. The following fall the school moved into its new building, and took charge of the schools in the Day Street and the Highland Avenue buildings, turned over, according to contract, by the city to the State for use as schools of observation and practice. Somewhat later several model schools, or schools of observation, were opened in the normal school building. The general aim was then and has been through all the following years, to teach the history and theory of education, together with child study and psychology and a more or less hasty review of subjects to be taught in the grades below the high

school; to teach these during the first year and a part of the second year of the normal school course, using the schools of observation as schools to which students may be taken to see, put into actual effect by expert teachers, the principles, methods and devices discussed in the theoretical study of teaching. During the second year of the elementary course each student has been required to teach in full charge of a room in the practice schools for a period of not less than twelve weeks, — teaching in full charge for five hours daily and five days per week.

Another aim of the school has been to allow no instructor to deal only with the theory of education or with the theoretical aspect of a branch of study, but to have the head of each department in the normal school proper come in close and continued contact with the children in the grades, and to do constantly more or less teaching in all the different grades. In this way we have hoped to avoid the danger which comes from instruction given by those who simply theorize and have none of the practical duties of carrying into effect the theories propounded. This, which was not attainable at the very beginning, has now been accomplished; and every instructor in the normal school supervises and teaches in the practice schools, the time being about equally divided between the two.

Another aim of the school, and one which was not clearly and fully perceived at the first, has been to give those who seem particularly adapted to teaching an opportunity for broader culture and larger experience before they finally leave the care of the school. This has been arrived at through the advanced course, which is offered to those graduates of the elementary course who have shown particular promise. To such, an opportunity is given to teach the third year in Leominster or Fitchburg as a regular teacher, drawing pay, but supervised, in addition to local supervision, by the faculty of the normal school. No work done by the school has been more satisfactory in the doing or in the results than this of the advanced course. It enables the school to exercise one of its most important functions, — the selection of the fittest.

In addition to these aims, the school has striven to bring to its students and to the community the best thought of the day, and to stand itself in the minds of the community, not as an abstraction, but as a concrete reality. To further this end, annual lecture courses have been given by some of the leading thinkers and educators in American life. These courses have grown in interest and effectiveness from year to year. Perhaps nothing has been done in the school with an equal expenditure of money from which we have received so large and profitable returns. The following have come to us with the best that they had to give, and have opened and enlarged the vision and have brought a power and inspiration in a way and to a degree that no faculty, however wise and able, laboring in the same school year after year, could possibly have accomplished.

1895—1896.

Mr. John T. Prince, Agent State Board Education — Comenius.
Mr. James W. MacDonald, Agent State Board Education — Habit.
Mr. George A. Walton, Agent State Board Education — School Management.
Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing — Our Architectural Inheritance.
Mr. A. W. Edson, Agent State Board Education — Training to think.
Mr. G. T. Fletcher, Agent State Board Education — Educational Conditions and Requirements.
Hon. Frank A. Hill, Secretary State Board Education — Horace Mann.
Mrs. Kate Tryon, Cambridge — Our Common Birds.
Supt. Joseph G. Edgerly, Fitchburg — Individuality.
Mrs. Kate Gannett Wells, Boston — Manners.
Miss Edith Barnes, Northborough — Common Birds.

1896—1897.

Dr. G. R. W. Scott, Leominster — German University Life.
Hon. J. D. Miller, Leominster — Macbeth, and Irving's Interpretation of the Same.
Mr. John F. Howard, Boston (three readings) : —
Macbeth.
Midsummer Night's Dream.
Hamlet.
Supt. Louis P. Nash, Holyoke — Literature and its Relation to the School.
Mrs. Kate Tryon, Cambridge (two lectures) : —
American Writers on Nature.
Days with the Birds.
Mr. Leon H. Vincent, Philadelphia (four lectures) : —
Emerson.
Thoreau.
Lowell.
Thackeray.
Supt. W. Scott Ward, Athol — Observation.
Supt. Flora E. Kendall, Athol — The Teacher of the Twentieth Century.
Supt. Lizzie A. Mason, Orange — School Discipline.
Mr. Will S. Monroe, Westfield — Historical Pedagogy (twelve lectures) : —
a. Purpose and Plan of Historical Pedagogy. *b*. Education in Antiquity.
Education among the Greeks.
Education at Ancient Rome.
The Early Christian Schools.
The Schools of Charlemagne.

Rise of the Universities.
The Teaching Orders.
Comenius and Modern Pedagogy.
Pestalozzi and the Schools of the People.
The Beginnings of American Education.
Horace Mann, Henry Barnard and Wm. T. Harris.
The Recent Educational Movement in France.

Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing (two lectures) : —
Drawing as a Culture Study.
How to read a Picture.

Dr. G. Stanley Hall, Clark University — Practical Modifications now needed in our Public School System.

Hon. Alfred S. Roe, Worcester (three lectures) : —
Hearing a Pin drop.
School Diversions.
Speaking Pieces.

Mrs. Adelaide F. Chase, Fitchburg — James Whitcomb Riley.

Mrs. Alice Freeman Palmer, Cambridge — Present Duties to our Public Schools.

Mr. L. Walter Sargent, Agent State Board Education — Norse Mythology.

State Supt. N. C. Schaeffer, Pennsylvania — Thinking in Things and Symbols.

Hon. J. D. Miller, Leominster (graduation address) — The Functions of the Normal School.

1897–1898.

Miss Abby P. Churchill, Leominster — Posters.

Supt. C. F. Carroll, Worcester — Physical Education.

Supt. J. E. Burke, Lawrence — The Educational Outlook.

Supt. William C. Bates, Fall River — What the Pupil taught the Teacher.

Supt. Thomas M. Balliet, Springfield (three lectures) : —
New Phases of Educational Thought.
Education of the Feelings.
Apperception.

Prof. M. V. O'Shea, University of Wisconsin, Madison, Wis. — Some Applications of Modern Psychology and Child Study to the Training of Children and the Conduct of Life.

Dr. A. E. Winship, Editor of the Journal of Education, Boston, Mass. — History and Geography : a Practical Talk on Correlation.

Supt. S. T. Dutton, Brookline, Mass. — The School as a Social Institution.

Supt. A. K. Whitcomb, Lowell, Mass. — Physical Defects of School Children.

State Supt. W. W. Stetson, Maine — The Emotions as a Factor in Education.

State Commissioner Thomas B. Stockwell, Rhode Island — Some Things we are in Danger of forgetting.

State Supt. Fred Gowing, New Hampshire — The Pedagogical Problem.

Hon. Alfred S. Roe, Worcester (three lectures) : —
The Bradford Manuscript.
The Frigate Constitution.
The Old State House.
Mrs. Kate Gannett Wells, Boston — The Poems of Sidney Lanier.
Hon. Frank A. Hill, Secretary State Board of Education — Teachers for the Times.
Hon. J. D. Miller, Leominster — The Scarlet Letter.
Miss Caroline A. French, Waltham — The Marble Faun.
Prof. Louis H. Galbreath, University of Buffalo — Child Study : its Purposes and Promises.
Supt. J. G. Edgerly, Fitchburg — Thoroughness.
Col. Francis Parker, Cook County Normal School, Illinois — The Child.
Rev. Abram Conklin, Fitchburg — A Walking Tour through England and Scotland.
Mrs. Olive Thorne Miller, Brooklyn, N. Y. — Bird Study (three lectures) : —
The Finches.
The Thrushes.
Hints for Observing and Identifying Birds.
Miss Lucy A. Denny, Belmont (ten lectures), Chalk Modelling.
Rev. Alexander McKenzie, Cambridge (Graduation Address).

1898 – 1899.

Mr. George H. Martin, Boston — The Artist and the Artisan.
Mr. William J. Mann, Worcester — American History.
Supt. I. Freeman Hall, North Adams — Unity of School Work.
Hon. Alfred S. Roe, Worcester (two lectures) : —
The Governors of Massachusetts.
The Passion Play.
Dr. Thomas H. Mann, Fitchburg — Personal Recollections of a Rebel Prison
Rev. George R. Hewitt, Fitchburg — Robert Burns.
Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing — Constantinople.
Prof. John M. Tyler, Amherst College — The Education of Mankind and of the Child in the Light of the Doctrine of Evolution (twelve lectures) : —
Introduction : The Teacher and the State.
The Theory of Evolution.
The Beginnings of Structure.
Worms and their Descendants.
Vertebrates : Backbone and Brain.
The Survival of the Fittest.
The Sequence of Function.
The Sequence of Motives.
Inherited Results of Experience.
Man and his Possibilities.

Nature Study in our Schools.
The Teacher's Problem.

Mr. Frank M. Chapman, Curator American Museum of Natural History, Central Park, N. Y. — The Educational Value of Bird Study.

Secretary of State William M. Olin — Memorial Day Address.

State Auditor John W. Kimball — Memorial Day Address.

Prof. Edward Howard Griggs, Brooklyn, N. Y. (Graduation Address).

1899–1900.

Dr. William H. Burnham, Clark University (four lectures) : —
The Hygienic Aspects of Educational Principles and Methods.
Fatigue and Mental Hygiene.
Some Commonplaces in School Hygiene.
The Teaching Profession.

Prof. Earl Barnes, London, Eng. — The Ideals of English Children compared with those of American Children.

Prin. E. Harlow Russell, Worcester State Normal School — What is a Child?

Prof. Louis C. Elson, Boston — History of National Music.

Mr. Edward Baxter Perry, Boston (pianoforte lecture) — Recital.

Mrs. F. H. Esters, Gardner — Musical Recital.

Dr. John Bascom, Williams College — Sociology (six lectures) : —
Scope of Sociology.
Economics and Sociology.
Economics and Sociology.
Civics and Sociology.
Railroads.
Trusts.

Fitchburg Woman's Club — Musical Recital.

Pres. G. Stanley Hall, Clark University, Worcester — Growth and Development of the Mind in the Light of Recent Research (six lectures) : —
Recent Methods and Results in the Study of the Soul.
Genetic Psychology : Animals, Children, Races.
Health, Happiness and the Education of the Feelings.
Fear and Anger.
Sex in Education.
Religion and Science in their Relation to Education.

Mr. Henry T. Bailey, State Agent for the Promotion of Industrial Drawing — A More Beautiful Fitchburg.

Mr. Henry A. Clapp, Boston — Shakespearian Lecture-readings (three lectures) : —
Julius Cæsar.
Twelfth Night.
Macbeth.

Mrs. Maud Conway Blanchard — Music of Tennyson.

Mr. Edwin D. Mead, Boston (graduation address) — The Larger Patriotism.

The school was enabled to enjoy the concerts, pianoforte recitals, the musical lectures and the Shakespearian lecture-readings through the co-operation of the Fitchburg Woman's Club.

1900 — 1901.

Mr. Leon H. Vincent, Philadelphia, Pa. (four lectures) : —
Kings of the Pulpit in Colonial Days.
Benjamin Franklin as a Man of Letters.
American Humorists, — Artemus Ward to Mark Twain.
Barrie and the New Scottish Fiction.

Prof. Hiram Corson, Cornell University (four lectures) : —
Culture of the Voice.
Lecture-reading, — "Saul."
The Rectification of the Intellect, — Browning's Message in the Ring and the Book.
What is Literature, and what should a Literary Education signify?

Prof. John M. Tyler, Amherst College (two lectures) : —
A Natural Education.
Development.

Mrs. Alice Freeman Palmer, Cambridge — The Cambridge Poets.

Mr. Henry A. Clapp, Boston — Shakespearian Lecture-readings (two lectures) : —
Henry IV.
King Lear.

Prof. George H. Palmer, Harvard University — The Nature of Goodness (seven lectures) : —
Goodness in General.
Self-consciousness.
Self-direction.
Self-development.
Self-sacrifice.
Ideals of Conduct.
Conclusion.

1901 — 1902.

Supt. Joseph G. Edgerly, Fitchburg (three lectures) : —
Individuality.
Schoolroom Realities.
Suggestions relative to a Course of Study.

Prin. G. Preston Hitchcock, Fitchburg — The Value of Personality in Teaching.

Hon. J. D. Miller, Leominster — Suggestions to Teachers from my Experience as a Teacher.

Rev. Edward Cummings, Cambridge — The Failure of Self-seeking.

Mr. Edward Howard Griggs, Montclair, N. J. — Ethical Interpretations of Social Progress (six lectures) : —
Social and Personal Evolution.
The Dynamic Character of Personal Ideals.
The Content of the Ideal of Life.
Greek and Christian Ideals in Modern Civilization.
The Ethics of Social Reconstruction.
The New Social Ideal.

The Gounod Quartette, Fitchburg (Mrs. Wallace, Mrs. Jennison, Mrs. Faxon, Mrs. Young) — Concert.

Mr. Edward Baxter Perry, Boston — Two Musical Recitals.

Prin. H. S. Cowell, Cushing Academy, Ashburnham — Children's Rights.

Supt. George E. Gay, Malden — The Paris Exposition.

Rev. Arthur W. Littlefield, Fitchburg — Browning's Saul.

Mrs. Emmons Crocker, Fitchburg — The Art of Robert Browning.

Supt. Joseph G. Edgerly, Fitchburg (graduation address) — Every-day Problems.

1902 – 1903.

Mr. Frederick Manley, Boston — The Merchant of Venice.

Rev. Austen T. Kempton, Fitchburg (two lectures) : —
New Brunswick.
Evangeline.

Mr Henry A. Clapp, Boston (two lectures) : —
Shakespeare, the Man.
The Tempest.

C. C. Church Quartette, Fitchburg (Mrs. Jennison, Mrs. Faxon, Dr. Page Mr. Allen), concert — In a Persian Garden.

Hon. Frank A. Hill, Secretary State Board of Education — Seven Lamps for the Teacher's Way.

Mr. Edward Howard Griggs, Montclair, N. J. (twelve lectures), Moral Leaders : —
The Function of the Moral Leader.
Socrates.
Marcus Aurelius.
St. Francis of Assisi.
Savonarola.
Erasmus.
Luther.
Giordano Bruno.
Victor Hugo.
Carlyle.
Emerson.
Tolstoy.

Rev. Edward Cummings, Cambridge (graduation address) — Plato as a Twentieth Century Educator.

1903—1904.

Mr. William DeWitt Hyde, President of Bowdoin College — Types of Personality (five lectures) : —
Epicurean.
Stoic.
Platonic.
Aristotelian.
Christian.

Hon. Alfred S. Roe, Worcester — Washington's Three Visits to Massachusetts.

Rev. Elmer H. Capen, D.D., President of Tufts College — Graduation Address.

1904—1905.

Rev. A. A. Berle, Boston (graduation address) — Literature as a Personal Resource.

Mr. Edward Howard Griggs, Montclair, N. J. — The Divine Comedy of Dante (six lectures) : —
The Mediæval World and the Life of Dante.
The Problem of the Divine Comedy.
The Inferno.
The Purgatorio.
The Paradiso.
The Beatific Vision.

Mr. George Wharton James, Syracuse, N. Y. (three lectures) : —
The Poetry and the Symbolism of Indian Basketry.
The Indians of the Painted Desert Region.
The Hopis and their Snake Dance.

Rev. Edward Cummings, Boston — The Industrial Development of the Nineteenth Century (four lectures) : —
The Meaning of our Industrial Revolution, — the Change from Tools to Machines.
The Meaning of the Labor Movement, — Successive Phases of Trade Union Organization.
The Meaning of the Labor Movement, — Other Industrial Remedies: Co-operation, Profit-sharing, Arbitration.
The Meaning of Socialism, — the Significance of Private Monopolies, and of Municipal, State and National Ownership and Control of Industries.

Hon. William T. Montague, Hamilton, Ont. — Australia.

Mr. Leland T. Powers, Boston (reading) — She Stoops to Conquer.

The report of the State Board of Education, January, 1905, concludes:

In these first ten years of the life of the school, many of the aims — aside from those general aims that must govern all education, and those social aims that all agree upon in the special education of teachers — have pertained to equipment and organization. The school to-day finds itself with most of these aims attained. It has grown in the decade from a single class of 46 pupils in an old building rented from the city of Fitchburg to a school of over 130, with three large buildings on its own land, with two buildings furnished by the city of Fitchburg in its charge, and with a class of students acting as regular teachers under its direction in the neighboring town of Leominster. Its equipment, apparatus, library — generous at first — have been greatly enlarged and improved. The walls, barren and untinted, have been painted and hung with pictures and casts.

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1900 a population of 32,531. The local returns in 1905 give 35,235 inhabitants. This is an increase of 8,826 since the opening of the school in 1895.

The city is easily reached by railroad from any point in the New England States, situated as it is on the Boston & Maine Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water, an excellent system of sewers and drainage, and a naturally healthful location, make it one of the most desirable cities for residence in the State. Its large and well-selected public library and its fine art museum, in the beautiful Wallace building, afford unusual advantages for special work.

BUILDINGS AND GROUNDS.

Normal Hall.

The normal school proper was erected and furnished by the Commonwealth of Massachusetts at a cost of about $175,000. It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Electric cars connect the school with all parts of the city and with the neighboring towns. Students are carried at half fare. The situation of the school,

although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl hill on the north, Woods hill on the west, Mount Wachusett on the south and Lunenburg hills and meadows on the east.

The grounds, about five and a half acres in extent, afford ample opportunity for lawn tennis, croquet and other out-door exercises.

Miller Hall.

This building, erected and furnished at a cost of $65,000, was opened in September, 1903. It is a three-story red brick building, with trimmings of red sandstone. In form and material it is similar to Normal Hall. The basement contains the kitchen, servants' rooms and store rooms; the first floor, the dining room, parlors and four suites of rooms; the second and third floors each contain ten suites of rooms, each suite consisting of a study, two chambers and a bath. Each suite accommodates two students. The building is heated by steam and lighted by electricity.

The influence of thus bringing together the pupils of the school in a building under the direct control of the school, with all the opportunities that it offers for helpfulness, was but dimly appreciated when the building was erected. It seems impossible now that we could have lived so many years without it.

Edgerly School.

In 1900, five years after the organization of the school, a twelve-room practice school was built upon the State land, at a cost of $50,000, from funds contributed by the State and the city. It was opened Jan. 1, 1901. The building, of brick and granite, is 70 by 110 feet. It contains a subbasement, in which are placed the heating plant and storerooms; a basement, the front part of which is entirely above ground, in which are rooms for the kindergarten and subprimary, playrooms and lavatories; a first floor, on which are the office, five schoolrooms, cloak rooms and lavatory; a second floor, on which are five schoolrooms with cloak rooms; and a third floor planned for an assembly hall.

The building is well lighted, and the corridors in each story are large enough to allow an entire school to be taken there for free gymnastics. It is heated by the fan system, supplemented by

direct radiation. The style of the building is in keeping with that of Normal Hall. It is located on the normal school grounds, and is convenient for classes observing and studying the work of the different grades.

Besides this building, the Highland Avenue and Day Street schools, furnished by the city of Fitchburg, are used for model and practice schools.

MODEL SCHOOLS.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. They include the kindergarten and the eight grades below the high school.

PRACTICE SCHOOLS.

Elementary Course.

These include all grades from Grade I, through Grade VIII. Each pupil of the normal school, at some time during her course, is in charge of one of these rooms for about fourteen weeks.

Advanced Course.

By arrangement with the city of Fitchburg and with the town of Leominster, pupils taking this course teach a year in one of the city schools, at a salary of eight dollars per week. This practice is in addition to that required in the two years' course. At the close of their teaching these pupils return to the normal school for a year of study. During their teaching they are supervised by the normal school faculty.

Supervision.

The practice schools are in charge of a principal and twelve supervisors. About 1,000 pupils have been in attendance in the model and practice schools during the past year: —

Model schools,	255
Schools for elementary practice,	216
Schools for advanced practice,	550

COURSES OF STUDY.

This school offers five courses, — a general two years' or elementary course, an advanced course of four years, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

The Elementary Course.

This course is designed primarily for those who aim to teach in public schools below the high school grade, and who, after graduation from the high school, are unable to give more than two years to their preparation. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization, and the school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, rhetoric, composition, literature and history.

(*b*) Mathematics, — arithmetic, bookkeeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

The Advanced Course.

For some time it has seemed desirable that graduates from normal schools might be followed and supervised in their early teaching by the school from which they were graduated. By arrangement with the city of Fitchburg and the town of Leominster, a limited number of the most promising graduates from the ele-

mentary course of the Fitchburg Normal School are given the opportunity to teach for a year at a fair salary, and under the supervision of normal school teachers, this teaching to be followed by a year of study at the Fitchburg Normal School.

Kindergarten Course.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the two years' course before taking up the year of practical work with the children, and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

Special One Year's Course for Teachers.

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the principal and of the Board of Visitors, select from the two years' course of study a course approved by the principal, which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

Candidates for this course are not required to take the regular entrance examination.

Special One Year's Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the two years' course of study a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

Candidates are admitted to this course without examination. Since the opening of the school, graduates of Dartmouth, Smith, Wellesley, Amherst and Boston University have taken the course wholly or in part.

The demand for college graduates with normal training is much greater than the supply.

DESIGN OF THE SCHOOL AND GENERAL PLAN OF WORK.

The State Board of Education declares: —

> The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.
>
> To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and third, of right mental training.

Students entering the normal school must be graduates of approved high schools, or have an equivalent education. They have, therefore, spent twelve or more years in the academic study of the subject-matter required to be taught in the public schools. For this reason, if for no other, the study of subjects for the purpose of storing up knowledge or as a means of mental discipline must in the normal school be secondary or incidental.

Though the work of the normal school must be professional, — to develop the power to manage and to teach, — it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg Normal School is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together. The first four to six weeks after entrance are devoted to general class-room work, following which a few weeks are spent in the study of the kindergarten.

About half of the morning session of each day is spent in observing the children and the teachers at work. In the afternoon the principal of the kindergarten meets the class, and explains, as fully as possible in the short time assigned to this work, the kindergarten

principles. The students also meet with the director of child study, who assists and guides them in observing the children. This work in no way takes the place of or interferes with the regular kindergarten course. From the kindergarten the divisions proceed to the first grade of the model schools, and from thence on through the grades.

The periods for observation are so arranged as to cover the work of the children in all subjects, and also to come at different hours on successive days. The observation is directed by the heads of the various departments, with whom the students meet regularly for discussion of the work observed and of courses of study and methods of teaching. When the students have studied all the grades in the manner described, they will be familiar with courses of study now adopted by the best schools, and with methods of teaching as exemplified by the work of the best teachers.

Side by side with the observation of the teaching in the various grades and the discussion and study of courses and methods, the study of children is pursued, under the guidance of the director of child study, so that courses and methods may be discussed and judged in terms of the child mind and its growth.

Following this work in observation is work in teaching in the respective grades. For example, the normal students, having observed a lesson in number in the first grade, are required to prepare the lesson which should follow; and a student whose plan has been accepted by the teacher in charge is asked to teach the class the next day. Of course this work in teaching does not come until the students are quite familiar with the work of the grade. As the work of the class proceeds through the grades, these exercises in preparation and in teaching are continued.

In April, following the admission of the student, she is assigned the room in the practice school, in which she is to teach for at least fourteen weeks the following year.

From April till the close of her first year she spends one day each week at the practice school, studying the children she is to teach, and preparing, under the direction of the supervisors of practice, for her special work.

While this work in observation and child study is progressing, the students have regular work in psychology and general pedagogy.

Fully one-third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school.

Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.

The remainder of the second year is spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics and manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English classics that may be read below the high school, of algebra and geometry for grammar grades, in the study of nature, history and geography.

To aid in the preparation of teaching exercises and for ready reference, each pupil is supplied with a small consulting library, which she is to supplement by the school library and the Fitchburg public library.

LIBRARY AND READING ROOM.

Each student has access to the general library, of about 4,000 volumes, exclusive of a large number of public reports and sample text-books. The leading educational periodicals and monthly magazines of the day are also kept on file.

COURSES OF STUDY IN DETAIL.

The work in each subject is given below, somewhat in detail. In consulting these outlines the following facts should be kept constantly in mind: —

1. Approximately the same amount of time is given to each department, except music, gymnastics and manual training, which receive somewhat less than the others.

2. The student in the elementary course, if her work is satisfactory, graduates at the end of two years; about one-third of her second year is spent in teaching regularly all day, five days in each week, a school of which she is in charge as a regular teacher.

3. The students in the advanced course are all graduates from the elementary course, and may enter the advanced course only upon invitation. They have spent two years in the elementary course; the third year (the first of the advanced course) they teach the entire year as regular paid teachers in Fitchburg or Leominster, and are supervised by members of the normal school faculty; the fourth year (the second and final year of the advanced course) is spent in study at the normal school.

4. General principles and general methods are developed and taught in connection with psychology, child study and pedagogy; special method is taught by the heads of departments, who not only teach classes in the normal school, but also supervise their respective subjects in all rooms of the model and practice schools.

Science.

During the first year, when the school was temporarily located in the old high school building, the work of this department was much restricted by cramped quarters, lack of apparatus and absence of laboratory facilities. The science work included the study of minerals, of plants, of animals and of geology. Field excursions, for the purpose of observation and the collection of material to be used in the classroom, were an important feature of the work.

During the second year the school occupied its new building, with well-furnished laboratories for the study of all of the sciences. This was the beginning of regular systematic laboratory work, which developed our present course. Chemistry, physics and physiology were added to the sciences taught the first year. The Saturday courses for teachers began the second year, and large classes were formed for the study of minerals and plants.

In the third year a special course in school hygiene was added, for students taking the three years' course. At this time a part of the work of this department was transferred to the nature study department.

During the fourth year elementary science was introduced into all grades of the model schools, and observation work by normal students required. At a later date this work was extended to all grades of the practice schools. The change of the advanced course from three to four years made it possible to increase the amount

of science in that course, which was done by adding the study of dynamical and historical geology. The opening of the new Edgerly school during this year greatly simplified the problem of doing experimental work in all grades.

The latest addition to the science department consists of a set of compound microscopes with all necessary accessories, so that each student may do individual microscopic work in connection with the study of the different sciences.

In addition to the other work, many have received individual instruction in photography, although there has been no regular class in this subject.

In all of the sciences the courses have been changed from time to time to meet the requirements of the different schools, to correlate the work with other departments, and to keep in touch with new discoveries and developments.

The aim of the work of this department is to bring each student in direct contact with the phenomena and laws of nature, and to develop habits of close and accurate observation, critical comparison and logical expression. Throughout the course the work is treated from the view-point of the teacher.

The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. This is followed by a study of the work for each grade below the high school, including a discussion of methods of teaching each subject, and of suitable experiments, apparatus, material and books to be used. Each student has ample opportunity to use the knowledge acquired by teaching elementary science in the training department of the school.

An important part of the work consists of field trips and excursions to various manufacturing plants, for which the school is very favorably located.

The library is well equipped for work in science, with the writings of great scientists and of specialists, as well as with manuals and reference books. Students are shown that, after working directly with objects, it is of the greatest value to verify their own conclusions, or to detect their own errors, by comparison with the records of others, and that they may learn much of the methods of the great scientific workers, and imbibe something of their spirit from their books.

Physics (Elementary Course).

The course consists of laboratory work by the student, supplemented by the study of the physical laws and theories, a careful study of the works of the best modern physicists on certain topics, and a consideration of interesting articles as they appear in the scientific journals and magazines. Both the physical and chemical laboratories are well equipped for individual work.

Each student prepares simple, inexpensive apparatus, and performs experiments, being guided by printed directions and questions in regard to the proper interpretation of the observed results. Throughout the course the work is made as practical as possible, by directing the attention of the student to the common illustrations of the principles considered that may be met with every day and everywhere.

Chemistry (Elementary Course).

The aims and methods are the same as in physics. The work is largely individual laboratory work, either preceded or succeeded by discussion in the class room. The aim is to give the student an insight into chemical methods and philosophy, rather than to give a large amount of information concerning what reactions take place. Special attention is given to the applications of the experiments in explaining the facts of common life and of other studies, such as mineralogy, physiology and nature study.

Mineralogy (Elementary Course).

Each pupil in the mineralogical laboratory is supplied with a collection of the common minerals and rocks, and the apparatus needed for this study. He is taught the physical and chemical properties of minerals and rocks, and is required to recognize and name a considerable number by the use of such data. The occurrence, varieties and economic importance of minerals are also considered.

Special attention is given to the study of such as can be found in the vicinity of the school, and field excursions are conducted for this purpose.

Physiology (Elementary Course).

The course consists of a study of the human body as a whole; its external and internal parts; the general plan of the body; the different systems, including a special study of the nervous system.

Only as much of anatomy as is necessary to make the physiology and hygiene understood is required. Special emphasis is placed on personal and school hygiene, sanitation and emergency lessons.

Throughout the course most of the work is illustrated by experiments in the laboratory. The school equipment contains many charts, pictures, lantern and microscope slides.

School Hygiene (Advanced Course).

A practical and theoretical study of the subject is made, with the view of enabling the teacher to make the school conform as far as possible to the laws of the child's physical nature. It includes a study of the school environment, sanitation, ventilation, lighting, heating, furniture, fatigue, school programs, infectious and contagious diseases, defects of hearing and sight, accidents and emergencies.

Each student is required to test the lighting, heating and ventilation of schoolrooms under a variety of conditions. Practical illustrations are provided by visits to different school buildings.

Biology (Advanced Course).

The work consists of a study of the life relations of plants and animals and their place in nature, their surroundings and their adaptations to these surroundings.

Many field trips are taken, for the study of the local fauna and flora and for the collection of material for subsequent study in the laboratory. Each student makes a special study of the soil, the plants and the animals found in a certain selected locality.

Geology (Advanced Course).

The work includes a study of the agencies now in operation upon the earth, and their influence upon its structure and on the present form of its surface; a general study of the surrounding region, by excursions to the many available points of geological interest

in this locality; the historical geology of the United States. The laboratory is well provided with specimens, photographs, charts and lantern slides for illustrating this subject.

English.

The work of this department during the past ten years has been marked by a steady growth. While the elementary course remained the only one open to the students, the time was of necessity devoted to the study of methods, and observation of the work as presented in the model schools. The advanced course, a course of two additional years, offered opportunity for fuller and more satisfactory work.

From year to year carefully selected volumes have been added to the English library. The standard works, both of prose and poetry, with the valuable collection of reference books, have proved a means of culture and an incentive to broader preparation for teaching.

Realizing the value of works of art in connection with the study of literature, a beginning has been made toward an appropriate collection of busts and pictures.

A large per cent. of the lectures given before the school during the past few years have proved of direct stimulus to the work in the English department. The choice of subjects, with the power and beauty of presentation, have created a literary atmosphere which has influenced both teachers and students.

The dominant motive of the department of English is the theoretical and practical training of teachers for the elementary and secondary schools, and the ethical and æsthetical culture of those preparing to teach.

A generous portion of the first year is devoted to the different phases of language work, — the purpose, scope and methods of teaching reading, grammar, rhetoric and composition; the telling of stories and the memorizing of poems. The students are instructed in regard to the selection, adaptation and presentation of literature in the different grades.

Observation in the model schools is followed by talks, questions and discussions in the class room.

The students are required to prepare oral or written plans for

use in teaching subjects studied or observed. These are followed by regular teaching lessons, with groups of children from some one of the model schools.

The English department affords ample opportunity for the development of that mental and physical poise so essential in the teacher of to-day. This ease of manner, this freedom of thought and expression, are acquired by association with the teachers and pupils of the model schools, combined with a variety of exercises in the class room.

Selections from our best authors are strong factors in the development of the young mind of the present day. Recognizing this truth, and realizing the need of broader knowledge and greater love for these writers on the part of the prospective teacher, the subject of literature is made to occupy a prominent place in the English department. During the early part of the course this study is more or less incidental, but later is taken from the standpoint of subject-matter as well as method. Readings by students or teacher, the memorizing of complete selections and beautiful lines, written work, or the presentation of a program prepared by pupils of the department, are a few of the ways in which interest is created and pupils given that "Inward preparedness which enables them to appreciate the spiritual and artistic elements of the masterpieces of literature." During the year of the advanced course spent by students in study at the normal school, special attention is given to the study of literature. Three years of normal training and teaching develop within the students a greater capacity to apprehend and to appreciate the works of such writers as Dante, Shakespeare, Browning, Wordsworth and Tennyson. The study of these writers includes a study of their times. These works receive both interpretative and critical study. The recitation of selections, readings in class, private readings and study, themes and discussions, are the means by which this is accomplished. The class seeks and finds, not only added information and intellectual enrichment, but that enlargement of the soul which should be one result of the study of the truly great.

Some there are,
By their good works exalted, lofty minds
And meditative, authors of delight
And happiness, which to the end of time
Will live, and spread and kindle.

History.

Professor Hart names the first volume of his larger history of the United States, "The European Background of American History." If this be a true classification, history should be taught as a continued story of many chapters. Accepting this as a sound principle, the work in the Fitchburg Normal School is arranged under these general topics: —

1. Pre-historic Peoples. — This includes a sufficient study of the evidence found in caves, tombs, lake-dwellings, kitchen middens and in the doings of modern pre-historic peoples to enable the normal student to present the discovered facts of this early life in story form to the children of the first grade.

2. Earliest Nations. — For use in the next grade, a brief study of the most interesting facts in regard to the land, the government, the religion and the civilization of those people who in very early times lived in the valley of the Nile, in the Tigro-Euphrates valley and in the country lying between those valleys.

3. Ancient History. — This topic includes especially a brief study of the dawn, the development and the decay of the Greek and Roman civilizations, and their permanent influence upon the world's history. This study aims to give the student material suitable for use, partly in story form, with the pupils in the fourth and fifth grades.

4. The Great Men and Movements of the Middle Ages. — The Teutons, the beginnings of modern Europe, the crusades, the Renaissance, the beginnings of self-government in England, the Reformation and the great men connected with these events, indicate the work under this topic. The aim is to carry the work far enough to give the student some clear idea of the kind of life which overflowed into this country upon the discovery of America, and an understanding of the facts and principles which are the immediate background of American history.

5. United States History. — A review of the most important facts and principles of our history, so arranged and classified as to make a clear and connected story, or a "bird's-eye view" of the whole, and directly help the student in making an outline of American history clear and interesting to the pupil of the seventh

grade. In addition to this, the topic includes a more careful and complete study of selected subjects in United States history. For the most part, these should be such topics as are suited for pupils in the eighth grade of the public schools.

The method of study and presentation is determined by the fact, as stated above, that all material is gathered chiefly for use in the grades. Full opportunity is given the normal pupils to observe how subjects similar to those which they have prepared are presented by the model teachers, to discuss such lessons and to hear them talked about by others. Before taking charge of a room in the practice school, the pupils are expected to test their skill by telling stories, or by presenting subjects which they have prepared, to a class of children.

Mathematics.

The aim of the department of mathematics is not only to develop the methods of teaching arithmetic, algebra, geometry and the elements of bookkeeping in the grades below the high school, but to induce the pupils to gain the power of thinking definitely, of reasoning accurately and of stating clearly.

In every educative process there are four distinct steps, viz., observation, comparison, inference and expression. Most pupils omit the first two in their mathematical thinking. With this in mind, an effort is made to make the mental processes in connection with the study of mathematics not simply necessary and mechanical, but truly developing and educative. A knowledge of numbers is absolutely essential to this end. The facts of numbers should become mechanical, so the first work of the entrance class is done with this in view.

A thorough review of the subject-matter of arithmetic is taken, which is intended to broaden the pupils' outlook, and to lead them to look at the subject from the stand-point of the teacher. After about six weeks of review, the course of study in the grades is taken as the basis of work. Beginning with the first grade, lessons, which are intended to show to those observing the kind of work which should be done in each grade, are given in the model schools by expert teachers. These lessons are discussed with the class in connection with other methods of presentation. After the work in observation, classes of children are brought into the class room to be taught by the student under the direction of the teacher.

In all the work the mind of the student is impressed with the fact that arithmetic is a practical subject, and that the best way of teaching it is the one which best develops the mind of the child and gives him power in thinking. No one method can do this. The best must be taken from all, and fitted to the capacity and stage of development of the children. The work in arithmetic extends through two terms.

Algebra and geometry are each given one term. At present a course of study in each is being prepared for the grades, that the pupils may observe how practical applications of each may be made with children.

Algebra is reviewed with the normal students, and methods are given which may be utilized in the higher grades. Practical inventional geometry receives much attention, especially work suitable for the grades; in addition to this, definite individual work is done with every pupil.

Besides the work in the class room and the observation in the model schools, each student while teaching comes under the direct and regular supervision of the teacher of mathematics in the normal school.

The pupil is thus able to secure the practical application of the methods already taught, and under this supervision to work out new ones, adapted especially to his own particular class. It is in this part of the work that the most practical benefit lies, for the personality of the student must be shown in combining the various methods he has seen, so that they may be suited to the class in his charge.

Geography.

The general trend of the geography department through the ten years of the school's existence has been to emphasize the practical side of the subject; to make the world more real; to help the pupils to understand better the life conditions and industries of foreign countries by realizing the fact that the same causes which affect the life around them are operating to produce similar results in other places. Physiography, dynamical geology, etc., are studied, not as separate subjects, but in their causal relations to life. To this end much "out-of-door" geography is done, the thought being stronger each year that this local work out of doors, particularly

in connection with the lower grades, is the real foundation for a good understanding of continent study.

The text-book is assigned to its proper place, beside the atlas and cyclopædia, and broader information from libraries, magazines and other sources has been sought, in order that the pupils may realize, in part at least, the trend of the times, the vital questions which are to-day confronting the great nations, their commercial and industrial standing, and the consequent relations existing among them.

More stress is laid each year on the practical knowledge resulting from a broad, thoughtful study of existing conditions through the current events recorded in daily papers, magazines, etc.

In the first year an effort is made to give the pupils a clear idea of what is meant by the term "geography," and what it includes. After some preparation of this kind, the course of study, as arranged for the pupils of the model and practice schools, forms the basis of work for the remainder of the year. The students visit each grade, and observe geography lessons as taught by experienced teachers. The subject-matter taught in the grade under observation is used as a foundation for the normal classes, thus combining methods of teaching with the study of the subject itself. The foundation for the work of the lower grades is the home geography, and the pupils during the first year are led to know something of the physiography and industries of Fitchburg and vicinity. Much of this work is done in the spring term. Each normal student is assigned certain children from the model and practice schools, for the purpose of teaching such local geography as will lay a foundation for work in the higher grades.

The members of the senior class spend three months or more of the second year in teaching in the practice schools, where their work in geography is supervised by the head of that department. Previous to this teaching, some time is spent in the necessary preparation for it. Part of the remainder of the year is given to the study of mathematical geography, and the rest of the time is devoted to the study of certain great types in our own continent, the aim being to make the work as concrete as possible, and then to broaden out into general truths.

Much magazine reading is done in this, as in other years, in order that the pupils may know more intimately of this great source

of information, that their knowledge may be more "up to date," and that their future teaching may not be confined to the narrow limits of the text-book.

In the year of the advanced course spent in study at the normal school, emphasis is laid on commercial and industrial geography. At the same time, based on the foundation laid in this work, and in the study of current events, which is given an important place at all times, intensive work is done by each member of the class in connection with some particular country or industry, and trips are made to representative mills and factories of the city.

Much reading is done during this year, similar to that of the senior year. Several standard books which represent modern geographical thought are also read by each member of the class.

Nature Study.

The school has always recognized the necessity and importance of nature study, especially that phase of it which seeks to develop a love of nature. It was not until September, 1898, however, that a separate department was organized. Before that time the work was apportioned among the various instructors.

The aim of the work is to open eye and ear to the wonders and beauty of the world directly about us, to the end that there may be, not primarily a broadening of knowledge, but a sympathetic appreciation of nature and nature's laws.

The lessons are given largely through personally conducted field excursions. Nature herself plans the work. During the fall months, for example, she invites attention to her plan of co-operation so successfully exemplified in the large families of composite flowers; to her general law of protective coloration and survival of the fittest, as seen in the myriad forms of insect life; to fruits, — the consummation of the plant's life; to the interesting devices by which seeds are launched forth into the world; to leaves, their exquisite hues typifying a beautiful ending to a life well spent; to the birds, making ready for their southern journey; to the preparation of all things for a period of rest. Winter and spring in like manner present attractions peculiarly their own.

The out-door work is supplemented in the class room by an acquaintance with the best nature literature of the day, and by a

discussion of means of bringing children into that intimacy with nature which will lead to a genuine and abiding love.

The work of the advanced class is a broader and more comprehensive outlook along similar lines.

Drawing.

The aim of the course in drawing and design is fourfold: —

First. — To open to each student the world beautiful, that fascinating treasury of fair form and harmonious colors, from which the artists and craftsmen of every age have drawn the elements of their masterpieces. To this end, nature material of all sorts — flowers, leaves, fruits in season — is constantly utilized in the studio, not only for line of growth, contour, color and natural composition, but for training in flower arrangement and in the decorative uses for natural elements. The advanced students are required to make excursions for the purpose of studying the beauties of nature in the large, sketching from nature direct, and securing material for use in landscape composition.

Second. — To develop an appreciation of good drawing, both free-hand and mechanical, and, so far as time permits, to give skill in drawing. Examples of the best drawing, both by students and by masters, are available for study and for comparison. In addition to instruction in the principles of pictorial representation, opportunity is given for rapid sketching upon the blackboard, and illustrative drawing as required in connection with other subjects, such as nature study, geography, science and mathematics.

Third. — To teach the principles of design in construction, decoration and pictorial composition. To this end, not only are technical exercises given, such as problems in space division, in arrangement with geometrical and conventional elements, in the use of the abstract spot and the endless material afforded by nature, but every form of school work is seized upon as an occasion for the embodiment of these principles. Beauty is not something added as an afterthought to a piece of work structurally complete without it, but it is a principle which should inform and enrich every element of the structure itself. In view of the increasing emphasis placed upon handicraft, the problems of the public schools are becoming less abstract each year; and, as a result, the materials

through which the child is now taught to develop his powers are more diverse. Arrangements have been perfected by which it will be possible, through a co-ordination of instruction in drawing and the manual arts and other school topics, to enable the children in every grade in our training schools to express themselves through the use of wood, metal, raffia, cardboard, clay and other appropriate mediums; and thus our students will have an opportunity to see these materials used in such a way as to emphasize their vital relation between the products of school and those of the industrial world.

Fourth. — To present methods of teaching drawing and design in schools. This is accomplished not alone through theoretical instruction, but through observation of actual schoolroom practice in the model schools, through special teachers' meetings for those who are teaching in the practice schools, and through constant supervision and suggestion during actual practice in teaching.

Music.

The class begins the study of this subject by considering, first, the general principles of music; then the scale as a whole, exercises in intervals and work in sight reading, time and rhythm. Each pupil is given a special examination, to test her ability to distinguish and to produce musical tones. Upon the results of these tests is based the individual work; much of the work in both music and gymnastics must be with the individual, rather than with the group or class. Along with this work a study is made of the best methods of teaching music in the various grades.

A half hour each day is devoted to the study of general music, and to the development of the power of appreciating the beautiful in music. The lives and characteristics of the great composers are studied, and their works are played and analyzed. Within the past year the analysis work has been introduced into the model and practice schools.

Gymnastics.

Soon after entrance each student is measured and examined. The work with individuals is based upon the results of these tests, and exercises are suggested to remedy any special lack of development and to overcome any faults. A special study is made of the

Swedish system of gymnastics. The best methods of using this system and others, and of caring for the healthy physical development of pupils in the elementary schools, are considered.

Manual Training.

The work of this department was established soon after the completion of the new building, and continued under the same instructor until last June.

At first the time was almost wholly devoted to sloyd, but gradually other work was added, until it included the following: —

The primary course consists of work in raffia, paper, thin cardboard, weaving on simple looms, and string work. The grammar course consists of sewing models, knife work in thin wood, hammock making, making portfolios, etc., from heavy cardboard, basket making in reed and raffia. Extra work can be carried on outside of the regular class time in elementary bent iron, woven bead work, and bench work in wood, *i.e.*, sloyd.

The work of the lower grades, including paper and cardboard cutting, sewing, etc., has been transferred to the department of drawing, the bench work remaining in this department.

The work of the department is planned to give the pupils an opportunity to acquire considerable skill in manual work, and to become familiar with the teaching of some of the forms of manual training suitable for the different grades below the high school.

The course includes the construction of working drawings and models suitable for use in the various grades, with a study of the different materials used.

An opportunity is given the student to design and construct certain articles which she desires to own. An effort is made to correlate the work with that of the other departments of the school. With this object in view, pupils construct apparatus to be used in connection with their various studies.

Psychology and Child Study.

In the seven years since psychology and child study were organized into a separate department under the present instructor, the work has followed the same general lines, though there has been considerable variation in the topics studied from year to year,

and in the emphasis placed upon different phases of the work. This has led to a wiser choice of topics, and a better adaptation of the work to the needs of the teachers and the conditions under which our students work in this school. The outline of topics used here has been adopted in the department of education in several of the leading universities and normal schools of the United States. It is hoped to make further improvements in the future.

The chief aims in this department are to lead normal school pupils (1) to become students of the mental phenomena of their own minds and of the minds of others, as well as students of books about mental processes; (2) to become interested and sympathetic students of children; (3) to know something of the methods and results of child study, and to obtain practice in measuring, testing, observing, leading and teaching children.

During the first year the greater part of the time is devoted to psychology proper, with some attention given to special study of pedagogical principles derived from a knowledge of mental processes, together with much incidental study of children by means of reminiscence, observation and reading of sympathetic studies of child nature.

In psychology many questions and experiments involving introspection and observation are given in connection with class discussion and the study of such books as Thorndike's *Human Nature Club,* and the instructor's *Inductive Psychology,* with reference to the works of Dexter and Garlick, James, Sully, Morgan, Witmer and Tichener.

In the study of pedagogical principles the chief book read in this department is McMurry's *Method of the Recitation.* The principles of this book are applied in the discussion of lesson plans and lessons given in the model schools.

The subject of child study is introduced by means of reminiscences of early childhood, and the observation of children on the street and in their homes as well as in the school. As a means of promoting sympathetic relations with children, and giving students the power to lead and direct them, the normal students are made leaders of play groups, which they meet and play with at frequent intervals.

The second year is devoted largely to child study. Important topics are outlined and discussed systematically, in connection with

observation of children and reading of books and articles bearing on the topics considered. The instructor's *Fundamentals of Child Study* is used as a guide. A good library of the recent literature of the subject, with a complete card catalogue of both books and articles, numbering about six thousand titles, is of great assistance in this part of the work.

In order to develop the power of self-direction, and give a feeling of mastery of some portion of the general subject, each pupil writes a thesis on a topic chosen by herself. In preparing to write, she is expected not only to read, but to collect for herself a large number of facts bearing on the topic. In order that this may be done successfully, and the thesis be a natural growth from observation, reading and reflection, rather than the artificial product of hasty reading, the subject of the thesis is chosen the first year.

Before taking charge of a room in the practice school, some training in observing and testing children in school is given, and a special study of the children to be taught is made. While teaching, each student reports observations and asks questions regarding individual children under her charge, and receives suggestions and answers from the director of child study, who visits the schools every week, and tries to know the characteristics of the children individually.

In the advanced course the work is in a general way an extension of that of the second year. The greater maturity of the pupils and the additional experience of a year's teaching make it possible to treat broader topics in a more scientific and more practical way. The theses prepared are longer, and include the results of a careful series of observations and experiments, or of the study of papers or drawings of children. They include not only the facts that have been collected, but also generalizations made by the student. Some of them compare not unfavorably with some child study investigations that have been published.

The theses of each class are typewritten and bound in a separate volume, and preserved for the inspection of superintendents and others.

During the last term of the first year of the elementary course a careful study is made of the school laws of Massachusetts, and of the common law relating to the rights and duties of teachers.

Pedagogy.

This department attempts to trace the historical growth and development of ideas and ideals of life and education. As the department of psychology and child study makes a careful study of the human mind, and particularly of the child mind in order to determine the principles which shall direct the teacher whose function it is to stimulate and guide this mind, so the department of pedagogy studies mind as developed in life and history, that the student may profit by what the race has learned, and may be able to examine and judge present educational theory and practice in the light of the past.

The work of the elementary course begins with the study of generally accepted educational principles, derived from our present knowledge of man's upward struggle from lower forms to his present position.

The life and education of peoples who have chiefly affected western civilization are studied more in detail. The development and influence of the three great historic ideals, the Hebraic, the Greek and the Christian, are considered, particularly in their bearing upon present ideals. Asceticism, humanism, scholasticism, the Renaissance, the Reformation and other great movements are studied as expressions of the human mind and soul in its search for freedom and for the true and the beautiful and the good, and the influence of these movements is traced in the education and the life of to-day. A good historical and pedagogical library is available for this work, and each student is supplied with one or more of the following: Seeley's, William's or Davidson's *History of Education;* Munroe's *Educational Ideal.*

The winter course of lectures, often bearing directly upon this work, is also made a part of the study of this department. The class in the advanced course spend their year of study in filling in the more important of those details that must of necessity be omitted in the work of the elementary course. The members of the class also read and discuss with the teacher, and at times make a report to the whole school upon the following books: —

Aristotle — Davidson.
Alcuin — West.
Abelard — Compayré.

Loyola — Hughes.
Comenius, and the Beginning of Educational Reform — Monroe.
Pestalozzi and the Modern Elementary School — Pinloche.
Frœbel, and Education by Self-activity — Bowen.
Rousseau, and Education according to Nature — Davidson.
Herbart and the Herbartians — De Garmo.
Horace Mann and the Common School Revival — Hinsdale.
Massachusetts School System — Martin.
Education — Spencer.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women. Their fitness for admission will be determined: —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would render them unfit for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in school.

Moral Character.

Candidates must present certificates of good moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects; it demands virtues of a positive sort, that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that, if the ordinary work of a good statutory high school, as defined by section 2, chapter 42 of the Revised Laws, is well done, students should be able to meet the requirements of these examinations. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have of guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Written Examinations.

The examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers, with a maximum time allowance of eight hours*) : —

1. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) either Latin or French.

2. *Mathematics.* — (*a*) The elements of algebra, and (*b*) the elements of plane geometry.

3. *United States History.* — The history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

4. *Science.* — (*a*) Physiology and hygiene, and (*b* and *c*) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement; and (*b*) music.

Oral Examinations.

Each candidate will be required to read aloud in the presence of the examiners. He will be questioned orally, either upon some of the foregoing subjects or upon matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

General Requirement in English for all Examinations.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

1. Language.

(*a*) *English.* — The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England, and now quite generally adopted throughout the United States.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present

an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be: —

1905. — Shakespeare's *Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

1906, 1907 and 1908. — Shakespeare's *Macbeth* and *The Merchant of Venice; The Sir Roger de Coverley Papers* in *The Spectator;* Irving's *Life of Goldsmith;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe* and *The Lady of the Lake;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books set for this part of the examination will be: —

1905. — Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1906, 1907 and 1908. — Shakespeare's *Julius Cæsar;* Milton's *L'Allegro, Il Penseroso, Comus* and *Lycidas;* Burke's *Speech on Conciliation with America;* Macaulay's *Essay on Addison* and *Life of Johnson.*

(*b*) *Either Latin or French.* — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The conference on "Uniform Requirements in English for Admission to College," on whose recommendations the foregoing lists of books in English and directions for study are based, advises: —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to: (*a*) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (*b*) the plan of the work, *i.e.,* its structure and method; and (*c*) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

2. Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them, and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

3. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised, also in English history, so far as this history bears conspicuously on that of the United States.

4. Science.

(*a*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b* and *c*) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory note-book, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

5. Drawing and Music.

(*a*) *Drawing.* — Mechanical and free-hand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make

a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

Importance of Adequate Preparation.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

Equivalents.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

2. Mathematics.
3. History and geography.
4. Science.
5. Drawing and music.

See page 44.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the

_____ School for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

_____

_____

Signature of principal or teacher, _____

Address, _____

2. The group known as *1. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *4. Science* should also be reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible; but it is important, both for the normal school and for the candidate, that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

TIMES OF EXAMINATION.

The first examination in 1905 will be held at 9 A.M., on Thursday and Friday, June 29 and 30, at the normal school.

The second examination in 1905 will be held at 9 A.M., on Tuesday and Wednesday, September 12 and 13, at the normal school.

Candidates are advised to present themselves, if possible, at the first examination.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students should present them-

selves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school, and to such classes only as the candidate is qualified to join.

DIPLOMAS AND CERTIFICATES.

It is impossible, in the limited time spent in the practice school, to give pupils special and continued training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been specially trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training, and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

GENERAL INFORMATION.

Tuition is free to all residents of Massachusetts. Non-residents of the State are required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal for the use of the school.

Text-books and reference books are loaned to the students free of charge.

Season tickets, at greatly reduced rates, can be obtained from any of the railroads entering Fitchburg.

Boarding Hall and Dormitory. — Non-resident students are expected to board in the dormitory. The State has erected, furnished and will keep in repair this building without expense to the students. All money paid for board is therefore expended for provisions, fuel, lights and service; thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students is four dollars per week. Board is payable monthly, in advance.

Students who go home regularly on Friday nights will be allowed a reduction from the above-named price.

Each boarder is expected to furnish towels, napkin ring and clothes bag.

State aid to a limited extent may be granted to students, after they have been in attendance for at least one term. Applications for this aid are to be made to the principal in writing, accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid. Such aid is not furnished pupils whose homes are in Fitchburg, or to students from outside the State.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition, — one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in the work of the school are cordially invited to visit and inspect it.

For catalogues, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

PAST STUDENTS OF THE SCHOOL.

Ten classes have been admitted, a total of 522 pupils, representing 6 States and 102 towns and cities. One hundred and thirty-two of this number had experience in teaching before entering the school, — in several cases an experience of five or more years. Eight classes (256 pupils) have been graduated. Of these 256, 74 have completed the advanced course, 5 the kindergarten course, and 31 others are remaining to take further work at the school in the advanced course.

In addition to these ten classes taking regular courses, in the fall and winter of 1898–99 a class of 56 teachers from Fitchburg and vicinity met at the school on Saturdays for work in natural science, psychology and child study, and nature.

The demand upon the school for teachers has been greater than the supply, so that 46 of those who have not completed their courses have obtained positions as teachers.

SCHOOL PIN.

The Fitchburg Normal School pin is a circle of gold with a conventionalized blossom of the early saxifrage in white in the centre, and with a golden wreath of the leaves of the same plant about the circumference.

The colors, white and gold, are the school colors, chosen by the first class, and signify wisdom, inspiration, purity and perfection.

The early saxifrage, or "rock-breaker," symbolizes gentleness and perseverance overcoming difficulties in the growth from seed to fruition, from lower to higher, from darkness to light.

"All the timorous, hesitating beauty of the early spring bloom clusters about the saxifrage. It slips into the woods quietly, as though fearful that, if it made a noise or attracted too much attention, Jack Frost might send some one, or come himself, which would be worse, and punish it by retarding its growth. We find it on the top or in the clefts of rocks, which it has been known to break asunder. In fact, to watch this little plant is a moral lesson in the achievements that can be brought about by quiet will power."

List of all Students who have attended the Fitchburg State Normal School.

1895 to 1905.

FIRST CLASS.

[Entered September, 1895.]

Graduates, Advanced Course, First Class.

Bacon, Sarah M. . . . . Fitchburg.
Teaching, Fitchburg.

Burns, Clara A. M. . . . . Ayer.
Teaching, Ayer.

Hopkins, Edith M. . . . . Fitchburg.
Mrs. William C. Rose, Fitchburg.

Horton, C. Blanche . . . . . Lancaster.
Teaching, Brockton.

Jones, Nan. T. . . . . Fitchburg.

Lee, Mary A. . . . . Fitchburg.
Teaching, New Bedford.

Lewis, Rolina H. . . . . Leominster.
Mrs. Robert L. Page.

Lincoln, Mary A. . . . . Leominster.
Teaching, Newton.

McGrath, Mary G. . . . . Fitchburg.
Teaching, Fitchburg.

Monahan, Jane E. . . . . Orange.
Teaching, Greenfield.

Sheehan, Mary F. . . . . Fitchburg.
Teaching, Fitchburg.

Graduates, Kindergarten Course, First Class.

Jubb, Georgiana H. . . . . Fitchburg.
Assistant kindergartner at State Normal School, Fitchburg.

Graduates, Elementary Course, First Class.

Ahern, Lorena S. . . . . Athol.
Teaching, Athol.

Bradford, Helen L. . . . . South Acton.
Teaching, Roxbury.

Brody, Anna M. . . . . Fitchburg.
Mrs. Patrick V. Carroll, Buffalo, N. Y.

Chute, Josephine W. . . . . Leominster.
Supervisor of drawing, Greenfield.

Davis, Bessie C. . . . . Fitchburg.
Stenographer, Fitchburg.

Day, Florence . . . . . Fitchburg.
Teaching, Fitchburg.

Donnelly, Margaret M. . . . . Fitchburg.
Teaching, Lanesboro.

Eaton, Alice L. . . . . Woodstock, Vt.
Teaching, Woodstock, Vt.

Edgecomb, Eda F. . . . . Leominster.
Teaching, Leominster. Took first year's work at Framingham.

Fairbanks, Florence L. . . . . Fitchburg.
Teaching, Oak Park, Ill. Took first year's work at Bridgewater Normal.

Goodfellow, Florence E. . . . . Fitchburg.
Teaching, Boxborough.

Goodfellow, Maud A. . . . . Fitchburg.
Clerk at State Normal School, Fitchburg.

Gorman, Alice M. . . . . Gardner.
Teaching, Gardner.

Hackett, May A. . . . . Fitchburg.
Mrs. George L. Gane, Island Pond, Vt.

Hanigan, Helena K. . . . . Fitchburg.
Teaching, high school, Leominster.

Hayes, Mary A. . . . . Fitchburg.
Teaching, Fitchburg.

Jefts, Ruth M. . . . . Fitchburg.
Mrs. William D. Heslam. Teaching, Fitchburg.

Keith, Erminnie I. . . . . Fitchburg.
Mrs. Herbert Piper, Northfield.

Kilburn, Frances O. . . . . Sterling.
Mrs. Albert H. Cruse, Sterling.

Kinsman, S. Isadora . . . . . Fitchburg.
Removed to Hamlet, N. C.

Kirby, Annie K. . . . . Fitchburg.
Teaching, Fitchburg.

McNiff, Abbie M. . . . . Littleton.
Teaching, Littleton.

Needham, Mary E. . . . . Ashburnham.
Mrs. George E. Tobey, Arlington.

Pettigrew, Annie W. . . . . Maynard.
Mrs. William Naylor, Maynard.

Priest, Martha C. . . . . Gardner.
Mrs. Lewis S. Lawrence.

Sawyer, Neva E. . . . . Littleton.
Mrs. Fred H. Chapman, Groton.

Shannon, Mary L. . . . . Fitchburg.

Sheehan, H. Josephine . . . . . Fitchburg.
Teaching, Fitchburg.

Sprague, L. Gertrude . . . . . Westminster.
Teaching, manual training, Boston.

Willard, Lottie J. . . . . Ashburnham.
Teaching, Northbridge.

Students of First Class taking Partial Courses.

Ball, Lottie C. . . . . Baldwinville.
Mrs. John Sanders, Baldwinville.

Brown, S. Ethelyn . . . . . Baldwinville.
Mrs. John Currier, Baldwinville (deceased).

Chesley, Maud M. . . . . Fitchburg.
Mrs. Michael Roach, Fitchburg.

Newton, Mary G. . . . . Ashburnham.

Robbins, Winifred E. . . . . Ashby.
Mrs. Stephen Farrar, Townsend.

Roper, S. Isabel . . . . . Westminster.
Deceased.

SECOND CLASS.

[Entered September, 1896.]

Graduates, Advanced Course, Second Class.

Davis, Edith L. . . . . Fitchburg.
Teaching, Athol.

Haskins, Adelberta A. . . . . Fitchburg.
Teaching, Fitchburg.

Keough, Florence A. . . . . Fitchburg.
Teaching, Fitchburg.

Kingsbury, Mabel L. . . . . Sterling.
Teaching, Stafford Springs, Conn.

Libby, Annie L. . . . . Fitchburg.
Teaching, Chino, Cal.

Lowe, Florence J. . . . . Fitchburg.
Teaching, Fitchburg.

Morse, Pearle E. . . . . Gardner.
Teaching, Waltham.

Russell, Lillian M. . . . . Fitchburg.
Teaching, Fitchburg.

Shafter, Hattie L. . . . . Littleton.
Teaching, New Bedford Training School.

Storer, Sybil B. . . . . Fitchburg.
Deceased.

Thompson, Margaret V. . . . . Waukegan, Ill.
Deceased.

Graduates, Elementary Course, Second Class.

Andrews, Frank A. . . . . Fitchburg.
Teaching, Worcester.

Call, Mary L. . . . . Gardner.
Mrs. Everett A. Morgan.

Carr, Amy H. . . . . Rindge, N. H.
Mrs. Arthur M. Bennett, Athol.

Connell, Margaret M. . . . . Concord.
Teaching, Concord.

Day, Cora A. . . . . Fitchburg.
Teaching, Hopedale.

Dickey, Marie J. . . . . Alstead, N. H.
Mrs. Richard H. Bird, Waltham.

Dudley, Blanche E. . . . . Fitchburg.
Teaching, Gardner.

Finnegan, Mary L. . . . . Fitchburg.
Teaching, Fitchburg.

Goodnow, Alice V. . . . . Athol.
Stenographer and typewriter, Athol.

Greenlaw, Hattie A. . . . . Leominster.
Teaching, Porto Rico.

Hamilton, Mabel E. . . . . Baldwinville.
Teaching, Winchendon.

Hare, Mary T. . . . . Otter River.
Teaching, Essex, Conn.

Helsher, Ragna K. . . . . Concord.
Mrs. James Arthur Rath, Honolulu.

Hubbard, Luna B. . . . . Littleton.
Mrs. Charles Heywood, Council Bluffs, Ia.

Hughes, Emma J. . . . . Bedford.
Teaching, Bedford.

Johnson, May . . . . . Westminster.
Teaching, New Bedford Training School.

Kendall, Nina E. . . . . Fitchburg.
Mrs. Arthur P. Blood.

Larrabee, Effie B. . . . . Westminster.
Mrs. Guy Wolcott, Gill.

Miller, Florence M. . . . . Leominster.
Instructor at State Normal School, Fitchburg.

Moriarty, Mary E. . . . . Marlborough.
Mrs. Arthur Coughlin, Maynard.

Noonan, Alice T. . . . . Fitchburg.

Ross, Amy L. . . . . Fitchburg.
Mrs. Homer Waldron, Boston.

Smith, N. Bernice . . . . . Ayer.
Stenographer and book-keeper, Boston.

Stowell, Jennie E. . . . . South Acton.
Teaching, Tyngsborough.

Thompson, Minerva C. . . . . Waukegan, Ill.
Mrs. John S. Whyte, Louisville, Ky.

Walker, Zoé . . . . . Gardner.
Teaching, Gardner.

Members of Second Class receiving Certificates for One Year's Work.

Allen, Florence E. . . . . Leominster.
Mrs. Ernest L. Stone, Augusta, Me.

Coburn, Elinor L. . . . . Methuen.
Teaching, Methuen.

Dacey, M. Alice . . . . . Leominster.
Teaching, Leominster.

Hartwell, Ida A. . . . . South Lancaster.
Teaching, Shirley.

Mansise, Grace E. . . . . Lawrence.
Mrs. E. A. A. Lamere, Fitchburg.
Phillips, Lillian A. . . . . Fitchburg.
Supervisor of drawing, Woonsocket, R. I.
Railey, Mattie F. . . . . Leominster.
Mrs. Austin Blood. Teaching, Leominster.
Richardson, Lillian F. . . . . South Acton.
Teaching, Somerville.
Rockwood, Emma D. . . . . North Leominster.
Mrs. Herbert F. Litch.
Sherwin, Hattie D. . . . . Leominster.
Teaching, Leominster.
Stone, Effie A. . . . . Concord, N. H.
Teaching, Webster.

Members of Second Class taking Partial Courses.

Adamson, Edith . . . . . Winchendon.
Mrs. George E. Deeth, Winchendon.
Allen, Grace H. . . . . Winchendon.
Mrs. Fred L. Dresser, Templeton.
Ballou, Florence E. . . . . Fitchburg.
Deceased.
Bingham, Eva D. . . . . Fitchburg.
Deceased.
Darling, Grace S. . . . . New York, N. Y.
Mrs. J. Ruiggold McCay, New York City.
DeWitt, Winifrede A. . . . . Leominster.
Mrs. William C. Rankin, Lexington.
Fisher, Mabel R. . . . . West Gardner.
Mrs. Warner C. Dwyer, Gardner.
Gussman, Mary H. . . . . Westminster.
Watertown, Conn.
Kilburn, Grace M. . . . . Shirley.
Maynard, Ernest A. . . . . West Berlin.
Superintendent of schools, Stafford Springs, Conn.
O'Horo, Margaret E. . . . . Fitchburg.
Smith, Myrtie B. . . . . Ayer.
Stenographer, Boston.
Vose, Abbie I. . . . . Winchendon.
Mrs. William L. Stinson, Templeton.
Ward, Mrs. W. Scott . . . . . Athol.
Welles, Mae L. . . . . Winchendon.
Teaching, Winchendon.
Whitcomb, Flora L. . . . . South Gardner.
Teaching, Gardner.

THIRD CLASS.

[Entered September, 1897.]

Graduates, Advanced Course, Third Class.

Austin, Ethel L. . . . . Fitchburg.
Mrs. Robert J. Kernon, Springfield.

Carey, Martha C. . . . . Fitchburg.
Teaching, Leominster.

Conrad, Margarite A. . . . . Fitchburg.
Teaching, Fitchburg.

Gilles, Katherine S. . . . . Fitchburg.
Teaching, Newton.

Hapgood, Edith D. . . . . Keene, N. H.
Teaching, Montclair, N. J.

Littlehale, Della L. . . . . Fitchburg.
Mrs. William G. Fisher.

Newton, Anna E. . . . . Winchendon.
Teaching, Winchendon.

Nourse, Fidelia E. . . . . Bolton.
Teaching grades VII.–VIII., Fitchburg State Normal School.

Phillips, Grace B. . . . . Fitchburg.
Teaching, Fitchburg.

Sherwin, Bertha L. . . . . Fitchburg.
Teaching, Fitchburg.

Willard, Bertha M. . . . . Leominster.
Teaching, Malden.

Wood, Susie . . . . . Westvale.
Teaching, Concord.

Graduates, Elementary Course, Third Class.

Byron, Margaret P. . . . . Gardner.
Teaching, Gardner.

Carter, A. Ethel . . . . . Bedford.
Mrs. Walter B. Tabb.

Currier, Edith A. . . . . Bolton.
Mrs. Richard E. Nourse, Bolton.

Dunn, Mary A. . . . . Fitchburg.
Teaching, Fitchburg.

Ferson, Aimée C. . . . . Fitchburg.
Sloyd Training School, Boston, 1905. Teaching manual training, Melrose.

Gallagher, May A. . . . . Leominster.
Teaching, Leominster.

Goodhue, Mabelle F. . . . . Leominster.
Mrs. Preston Smith, Fitchburg.
King, Lena E. . . . . Fitchburg.
Maney, Kathryn M. . . . . West Boylston.
Mrs. Finnegan. Deceased.
May, Nellie C. . . . . Maynard.
Teaching, Maynard.
Neary, Katherine . . . . . Southborough.
Teaching, Millbury.

Members of Third Class receiving Certificates for One Year's Work.

Bates, Corabelle H. . . . . Leominster.
Bemis, Mary E. . . . . Lancaster.
Teaching, Rutland, Mass.
Billings, Carrie F. . . . . Leominster.
Mrs. Erle Warner, Fitchburg.
Carpenter, Annie E. . . . . Winchendon.
Mrs. Louis E. Freshour, Greenfield.
Foster, Nellie L. . . . . Ashby.
Teaching, New Bedford.
Laythe, Julia I. . . . . Sterling.
Mrs. Charles A. Thibeault, Worcester.
McIntire, Elva L. . . . . Leominster.
Teaching, Leominster.
Rugg, Harriet A. . . . . Leominster.
Teaching, high school, Marlborough, Mass.

Members of Third Class taking Partial Courses.

Alexander, Grace E. . . . . Claremont, N. H.
Mrs. Ralph Gates Smith, Fitchburg.
Alexander, Lillian R. . . . . Northfield.
Assistant postmaster and money order clerk, Northfield.
Bailey, Ada M. . . . . Southborough.
Stenographer, Keene, N. H.
Barney, Ruby . . . . . Southborough.
Mrs. J. Lovell Bacon, Southborough.
Bohanon, Edith M. . . . . Petersham.
Teaching, Gleasondale, Mass.
Brown, Anson W. . . . . Leominster.
Teaching, New Hartford, Conn.
Connor, Catherine M. . . . . Petersham.
Teaching, Petersham.

Farnsworth, Helen C. . . . . Lancaster.
Teaching, Bondsville.

Morrill, Eva M. . . . . Winchendon.
Mrs. Samuel E. Powell, South Framingham.

Murray, Maud . . . . . Fitchburg.
Book-keeper, Fitchburg.

Smith, Maud A. . . . . Fitchburg.
Mrs. Howard Page, Fitchburg.

Weston, Helen M. . . . . Winchendon.
Deceased.

FOURTH CLASS.

[Entered September, 1898.]

Graduates, Advanced Course, Fourth Class.

Beer, Annie M. . . . . Fitchburg.
Teaching, Oxford.

Belding, Florence A. . . . . Fitchburg.
Teaching, Hopedale.

Brooks, Clara L. . . . . Fitchburg.
Teaching, Fitchburg.

Burns, Marietta C. . . . . Ayer.
Teaching, Ludlow.

Burns, Mary E. . . . . Fitchburg.
Teaching, Millbury.

Jaquith, Bertha H. . . . . Peterboro, N. H.
Teaching, Milton.

McIntyre, Annette O. . . . . Gardner.

McNamara, James M. . . . . Fitchburg.
Student, Harvard College.

Mossman, Nettie R. . . . . Westminster.
Teaching, Malden.

Murnane, Margaret M. . . . . Fitchburg.
Teaching, Hudson.

Ogilvie, Florence E. . . . . Gardner.
Mrs. George T. Greenwood, Gardner.

Ogilvie, Jessie G. . . . . Gardner.
Teaching, Newton.

Richardson, Marcia I. . . . . Fitchburg.
Teaching, Fitchburg.

Robinson, Carolyn . . . . . Ayer.
Mrs. Frank S. Bulkeley.

Thornton, Grace M. . . . . Lawrence.
Mrs. Hugh Bennie.

Washburn, Annie T. . . . . Peterboro, N. H.
Teaching, Montclair, N. J.

Graduates, Elementary Course, Fourth Class.

Baldwin, Rose M. . . . . Northfield.
Mrs. Arthur J. Taylor, Worcester.

Coleman, Ethel R. . . . . Gardner.
Teaching, Chicopee.

Fairbank, Elva M. . . . . Gardner.
Mrs. Clifford W. Shipee.

Farnsworth, Grace L. . . . . Still River.
Teaching, Malden.

Gallagher, Esther G. . . . . Clinton.
Teaching, Clinton.

Hunter, Lou Ella . . . . . South Ashburnham.
Teaching, Narragansett Pier, R. I.

Murphy, Annie E. . . . . Maynard.
Teaching, Maynard.

O'Reilly, Sarah C. . . . . Clinton.
Teaching, Clinton.

Phelan, Elizabeth B. . . . . Fitchburg.
Teaching, Gardner.

Pingry, Eunice E. . . . . Littleton.
Mrs. Wilbur L. Bruce, West Townsend.

Shattuck, Frederic A. . . . . Fitchburg.
Teaching, Tokio, Japan.

Members of Fourth Class receiving Certificates for One Year's Work.

Williams, Mrs. Eva Louise . . . . . Gardner.
Teaching, Gardner.

Members of Fourth Class taking Partial Courses.

Babcock, Edith . . . . . Fitchburg.
Barrett, Bertha M. . . . . Hudson.
Stenographer, State Hospital, Tewksbury.
Cleverly, Florence I. . . . . Leominster.
Cummings, Grace M. . . . . Charlestown, N. H.
Student, Training School for Nurses, Keene, N. H.
Dickinson, Carrie L. . . . . Granby.
Eddy, Eugelia T. . . . . Fitchburg.
Fogarty, Anna . . . . . Fitchburg.
Gifford, Maud L. . . . . Fitchburg.
Teaching, high school, Fitchburg.
Kent, Alice E. . . . . Fitchburg.
Stenographer, Fitchburg.
Lathrop, Elizabeth . . . . . Gardner.
Book-keeper, Gardner.
Mann, Josephine . . . . . Fitchburg.
Mason, Eleanor A. . . . . Groton.
Meeds, Melvil F. . . . . Biddeford, Me.
Teaching, Biddeford, Me.
Merriam, Grace E. . . . . Westminster.
Book-keeper, Westminster.

Moran, Mary J. . . . . Fitchburg.
Stenographer, Leominster.
Murphy, Nellie T. . . . . Fitchburg.
Murray, Georgiana . . . . . Gardner.
Book-keeper, Gardner.
Smith, Lenora J. . . . . Peterboro, N. H.
Teaching, Franklin Falls, N. H.
Thompson, Oliver S. . . . . Waukegan, Ill.
Fellow Clark University, Worcester, Mass.
Whitney, A. Ethel . . . . . Fitchburg.

FIFTH CLASS.

[Entered September, 1899.]

Graduates, Advanced Course, Fifth Class.

Devlin, Agnes C. . . . . Fitchburg.

Fletcher, Genie E. . . . . South Acton.
Teaching, Maynard.

Foster, Myrtle D. . . . . Fitchburg.
Assitant manual training teacher, Fitchburg.

Hale, Florence M. . . . . Athol.
Principal Training Dep't, State Normal School, Presque Isle, Me.

Luscombe, Mary E. . . . . Fitchburg.
Teaching, Fitchburg.

Piper, Ruth L. . . . . South Acton.
Teaching, Newton.

Walker, A. Adele . . . . . Rutland, Vt.
Teaching, Leominster.

Wilson, Georgia B. . . . . Leominster.
Teaching, Medford.

Graduates, Elementary Course, Fifth Class.

Burke, Catherine A. . . . . Clinton.
Teaching, Clinton.

Burns, Ethel C. . . . . Leominster.
Mrs. Perry Wilson, Fitchburg.

Colby, Florence P. . . . . Gardner.
Teaching, Gardner.

Connor, Annie F. . . . . Fitchburg.
Teaching, Barre.

Davis, Mary A. . . . . Clinton.
Teaching, Clinton.

Finnerty, Anna F. . . . . Clinton.

Gowell, Effie P. . . . . Bradford, N. H.
Clerical work, post-office.

Hill, Grace . . . . . Gardner.
Teaching, Gardner.

Jefts, Hattie L . . . . . Marlow, N. H.
Mrs. Charles W. G. Brett, Washington, D. C.

Johnston, Elizabeth E. . . . . Clinton.
Teaching, Lunenburg.

Lane, Alice M. . . . . Leominster.
Teaching, Leominster.

Luscombe, Alma P. . . . . Fitchburg.
Deceased.

McIntyre, Gertrude A. . . . . Clinton.
Teaching, Clinton.
Mulkeen, Josephine M. . . . . Woburn.
Teaching, Woburn.
Mulkeen, Margrette F. . . . . Woburn.
Teaching, Woburn.
O'Toole, Eleanor T. . . . . Clinton.
Teaching, Clinton.
Peter, F. Helene . . . . . Fitchburg.
Teaching, Westminster.
Ryan, Mary G. . . . . Fitchburg.
Teaching, Belchertown.

Members of Fifth Class receiving Certificates for One Year's Work.

Greene, Mrs. Abby W. . . . . Harvard.
Teaching, Harvard.

Members of Fifth Class taking Partial Courses.

Berry, Cora A. . . . . Berlin.
Book-keeper, Malden.
Coyne, Annie M. . . . . Clinton.
Crocker, Allen C. . . . . Leominster.
Cushing, Ellen T. . . . . Fitchburg.
Dodge, Florence L. . . . . Natick.
Book-keeper, Boston.
Hadd, Marie B. A. . . . . Fitchburg.
Hastings, E. Louise . . . . . Randolph, Vt.
Hesselton, Alla B. . . . . South Acton.
Mrs. Arthur Drew, South Acton.
Hosmer, Harriet E. . . . . Mason, N. H.
Mrs. Eugene H. Whitaker, Mason, N. H.
Kelly, Elizabeth A. . . . . Clinton.
Keough, Gertrude F. . . . . Fitchburg.
Lawrence, Clara C. . . . . Ashby.
Macdonald, Mary E. . . . . Clinton.
Deceased.
Madden, Nora A. . . . . Clinton.
Teaching, Clinton.
Mann, Mabel A . . . . . Athol.
O'Toole, Catherine A. . . . . Clinton.
Parry, Edith M. . . . . Ashby.
Mrs. Frank Allen, Ashby.

SIXTH CLASS.

[Entered September, 1900.]

Graduates, Advanced Course, Sixth Class.

Chadwick, Mabelle A. . . . . Leominster.
Teaching, Leominster.

Clarke, Adabelle P. . . . . Townsend.
Teaching, Attleborough.

Dolan, Mary N. . . . . Leominster.
Teaching, Sterling.

Foster, Emma I. . . . . Fitchburg.
Teaching, West Acton.

Fuller, Elsie L. . . . . Fitchburg.
Teaching, Passaic, N. J. (also graduate of kindergarten course).

Lawless, M. Inez . . . . . Leominster.
Teaching, Attleborough.

Lindsay, Florence C. . . . . Leominster.
Teaching, Leominster.

McCarty, Katherine M. . . . . Fitchburg.
Teaching, Passaic, N. J.

McGrath, Ellen G. . . . . Fitchburg.
Teaching, Passaic, N. J.

Railey, Katherine E. . . . . Leominster.
Teaching, Attleborough.

Roy, G. Calista . . . . . Watertown.
Teaching, Morristown, N. J.

Sheehan, Elizabeth A. . . . . Fitchburg.
Teaching, West Acton.

Slattery, Annie F. . . . . Fitchburg.
Teaching, Attleborough.

Slattery, J. Florence . . . . . Fitchburg.
Teaching, Attleborough.

Taft, Mabel A. . . . . Fitchburg.
Teaching, Attleborough.

Wooldredge, Hattie E. . . . . Lunenburg.
Teaching, Ashburnham.

Graduates, Elementary Course, Sixth Class.

Bennett, Ellen E. . . . . Warwick.
Teaching, Pepperell.

Burditt, Edith L. . . . . Leominster.

Butler, Mary R. . . . . Fitchburg.
Mrs. Arthur W. Holbrook, Palmer.

Byron, Mary R. . . . . Gardner.
Teaching, Gardner.

Coleman, Ella E. . . . . Gardner.
Teaching, Gardner.

Conant, Winifred L. . . . . Bath, N. H.
Teaching, North Amherst.

Douglass, Myrtie I. . . . . Gardner.
Teaching, Gardner.

Downing, Grace E. . . . . Ayer.
Teaching, West Bridgewater.

Glynn, Ellen F. . . . . Lancaster.
Teaching, Palmer.

Kniveton, Marie A. . . . . Greenville, N. H.

Knowland, Nellie M. . . . . Tully.
Teaching, Hingham.

Lavers, Carrie L. . . . . Westminster.
Teaching, Natick.

Lewis, Nelsia E. . . . . Lunenburg.
Teaching, South Yarmouth.

Mahaney, Elizabeth V. . . . . Belmont.
Teaching, Boston.

McCormick, Mary F. . . . . Fitchburg.
Teaching, North Walpole, N. H.

McGill, Elizabeth . . . . . West Hebron, N. Y.
Teaching, Calumet, Mich. (Took first year's work at Courtland, N. Y., Normal.)

O'Donnell, Mary A. . . . . Gardner.
Teaching, Gardner.

Sands, Marian A. . . . . Fitchburg.
Teaching, Palmer.

Smith, Margaret A. . . . . Clinton.
Teaching, Huntington.

Stevens, Gertrude A. . . . . Fitchburg.
Teaching, Barre.

Sweeney, Ellen H. . . . . Fitchburg.
Teaching, Lenox.

Tower, May E. . . . . Townsend.
Teaching, East Jaffrey, N. H.

Ward, Sfa M. . . . . South Royalton, Vt.
Teaching, Natick.

Waters, Catherine M. . . . . Leominster.
Teaching, Leominster.

Whelan, Margaret F. . . . . Lancaster.
Teaching, Ayer.

Members of Sixth Class receiving Certificates for One Year's Work.

Bagster, Celia A. . . . . Harvard.
Teaching, Harvard.

Davidson, Alice . . . . . North Amherst.
Teaching, Belmont.

Davis, Clara E. . . . . South Royalton, Vt.
Teaching, Leominster.

Martini, Frieda L. . . . . Fitchburg.
Trained nurse, Brooklyn, N. Y.

Winchester, Edith M. . . . . Keene, N. H.
Teaching, Surry, N. H.

Members of Sixth Class taking Partial Courses.

Adams, Alice E. . . . . Gilsum, N. H.

Bergin, Cecilia A. . . . . Waltham.

Bliss, Grace G. . . . . Ayer.
Mrs. Kendall, Concord Junction, Mass.

Connor, Katherine M. . . . . Winchendon.
Teaching, Winchendon.

Jones, Eula F. . . . . Fitchburg.
Teaching, West Rindge, N. H.

Kelley, Bessie H. . . . . Otter River.
Teaching, Otter River.

Kendall, Lucie . . . . . Gardner.
Teaching, Gardner.

Lee, Florence E. . . . . Gardner.

Lovering, Lovina M. . . . . Leominster.
Teaching, Wendell Depot.

Lovering, Mabel L. . . . . Leominster.

Moran, Rose M. E. . . . . Fitchburg.
Stenographer and book-keeper, Boston.

Mulhern, Mary E. . . . . Fitchburg.

Murray, Lillian . . . . . Lancaster.
Mrs. George Corey, Marlow, N. H.

Pearson, Emma L. . . . . Coventry, Vt.

Rice, Emma C. . . . . Fitchburg.

Rodgers, Susie L. . . . . Leominster.

Stickney, Agnes W. . . . . West Townsend.
Book-keeper, Townsend.

White, Gertrude A. . . . . Waltham.
Teaching, Barre, Vt.

SEVENTH CLASS.

[Entered September, 1901.]

Graduates, Elementary Course, Seventh Class.

Clark, Elinor W. . . . . Ayer.
Advanced course, State Normal School, Fitchburg.

Donald, Helen M. . . . . Clinton.
Advanced course, State Normal School, Fitchburg.

Feely, Katherine B. . . . . Otter River.
Teaching, South Acton.

Flagg, Marion W. . . . . Littleton.
Advanced course, State Normal School, Fitchburg.

French, Katherine C. . . . . Fitchburg.
Teaching, Stoughton.

Higgins, Catherine J. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Hills, Ethel C. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Horton, Jean C. . . . . Fitchburg.
Teaching, Templeton.

Howe, Helen E. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Kilbourn, Albert S. . . . . Ashburnham.
Advanced course, State Normal School, Fitchburg.

Kilburn, Bessie . . . . . Lunenburg.
Teaching, Sutton.

Lowe, Marian A. . . . . Fitchburg.
Advanced course, State Normal School, Fitchburg.

Marble, Grace A. . . . . Ashburnham.

Marsh, Olive F. . . . . Westminster.
Teaching, Westminster.

McCaffrey, Florence G. . . . . Clinton.
Advanced course, State Normal School, Fitchburg.

Murray, Annie E. . . . . South Lancaster.
Advanced course, State Normal School, Fitchburg.

Parmenter, Bertha . . . . . Athol.
Teaching, Athol.

Priest, Maud B. . . . . West Acton.
Advanced course, State Normal School, Fitchburg.

Seaver, Lillian E. . . . . Townsend.
Teaching, Antrim, N. H.

Sellig, Helen M. . . . . Athol.
Teaching, Athol.

Sullivan, Alice M. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Sullivan, Anna M. . . . . Athol.
Teaching, Chicopee.

Tarbell, Elizabeth L. . . . . Fitchburg.
Teaching, Brookline, N. H.

Tucker, Sybil I. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Washburn, Mary . . . . . Baldwinville.
Advanced course, State Normal School, Fitchburg.

Wilder, Edna L. . . . . Townsend.
Teaching, Westminster.

Willard, Elsie E. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Members of Seventh Class receiving Certificates for One Year's Work.

Barnes, Georgia W.. . . . . Leominster.
Teaching, Harvard.

Carter, Mabel L. . . . . Boscawen, N. H.
Teaching, Hill, N. H.

Forster, Bertha E. . . . . Leominster.
Teaching, Medford.

Grover, Abbie C. . . . . Hampstead, N. H.
Teaching, Whitinsville.

King, Mina J. . . . . Woodstock, Vt.
Teaching, Gardner.

McClintock, Minnie P. . . . . Whitefield, N. H.
Teaching, Chicopee.

Smith, M. Pansy . . . . . Lower Cabot, Vt.
Teaching, Chicopee.

Members of Seventh Class receiving Certificates for One Year's Course for College Graduates.

Brocklebank, Ethel S. . . . . Fitchburg.
Teaching, Shirley.

Constantine, Anne C. . . . . Fitchburg.
Teaching, Boston.

Waymoth, Josephine . . . . . Fitchburg.

Williams, Frederic L. . . . . Lunenburg.
Principal, high school, Ludlow.

Members of Seventh Class taking Partial Courses.

Babb, Tutie E. . . . . Fitchburg.
Teaching, Sutton, Mass.

Bowker, Helen M. . . . . Concord.
Teaching, Concord.

Carr, Mrs. Jessie Ward . . . . . Fitchburg.

Crandall, Adina . . . . . Stow.
Private teaching.

Cummings, Hazel M. . . . . Baldwinville.

Damon, Florence E. . . . . Ashby.
Mrs. Willis J. Miller, Plainville.

Field, Bertha M. . . . . Fitchburg.
Teaching, Littleton.

Fosdick, Margaret W. . . . . Fitchburg.
Assistant librarian, Fitchburg.

Goding, Bertha W. . . . . Ayer.
Mrs. Ashton W. Hadley, Boston.

Graves, Etta . . . . . Newtonville.

Lancey, Ava L. . . . . Lunenburg.
Mrs. Henry Kelley, Groton.

Mann, Amy . . . . . Sterling.
Mrs. Douglass W. Caulkins, Concord, N. H.

Peabody, Ella F. . . . . Lunenburg.
Mrs. Peirce Lithgrow, Townsend.

Robertson, Grace M. . . . . Kinooski, Vt.

EIGHTH CLASS.

[Entered September, 1902.]

Graduates, Elementary Course, Eighth Class.

Barnes, Lora A. . . . . Riverside.
Advanced course, State Normal School, Fitchburg.

Brown, Bertha S. . . . . Lunenburg.
Advanced course, State Normal School, Fitchburg.

Brown, Ida L. . . . . North Leominster.
Teaching, Hancock.

Chandler, Grace W. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Claman, Samuel . . . . . Fitchburg.
Teaching, Mt. Washington.

Cole, Florence F. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Conant, Rena B. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Conlon, Agnes K. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Courtney, Anna B. . . . . Fitchburg.
Advanced course, State Normal School, Fitchburg.

Cronin, Ellen F. . . . . West Groton.
Teaching, Shirley.

Dacey, Anna S. . . . . Fitchburg.
Advanced course, State Normal School, Fitchburg.

Field, Leon S. . . . . Fitchburg.
Assistant Librarian, Public Library, Fitchburg.

Finnerty, Blanche G. . . . . Clinton.
Teaching, Mashpee.

Howard, Helen L. . . . . Bolton.
Teaching, Bolton.

Marble, Elsie B. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

McEvelly, Rose I. . . . . Clinton.
Teaching, Belchertown.

Miller, Harriet M. . . . . Townsend.
Advanced course, State Normal School, Fitchburg.

Moore, Ethel I. . . . . Littleton.
Teaching, Sterling.

Newman, Florence I. . . . . Clinton.
Teaching, New Salem.

Nourse, Ethel R. . . . . Bolton.
Teaching, Sterling.

O'Toole, Florence H. . . . . Clinton.
Advanced course, State Normal School, Fitchburg.

O'Toole, Rose M. . . . . Clinton.
Advanced course, State Normal School, Fitchburg.

Page, Florence M. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Powers, Elsie W. . . . . Leominster.
Advanced course, State Normal School, Fitchburg.

Shaw, Ellen E. . . . . Fitchburg.
Teaching, Thompson's Island.

Stockwell, Stella B. . . . . Fitchburg.
Teaching, Winchendon.

Temple, Mabel E. . . . . Hinsdale, N. H.
Teaching, Hinsdale, N. H.

Thayer, Wilnetta C. . . . . Orange.
Advanced course, State Normal School, Fitchburg.

Thompson, Grace M. . . . . Townsend.
Teaching, Greenfield.

Thompson, Gertrude E. . . . . Townsend.
Advanced course, State Normal School, Fitchburg.

Members of Eighth Class graduating from Kindergarten Course.

Bailey, Lucy G. . . . . Fitchburg.
Elementary course, State Normal School, Fitchburg.

Lowe, Lorena M. . . . . Fitchburg.
Elementary course, State Normal School, Fitchburg.

Newton, Violetta A. . . . . Fitchburg.
Elementary course, State Normal School, Fitchburg.

Members of Eighth Class receiving Certificates for One Year's Work.

Barnes, Marie A. . . . . Hanover, N. H.
Teaching, Athol.

Duffy, Isabel . . . . . Newton Highlands.
Teaching, Athol.

Jebb, Bernice F. . . . . Winchester, N. H.
Teaching, Bolton.

Sherwin, Daisy G. . . . . Ayer.
Teaching, Ayer.

Sisley, Alice C. . . . . South Lancaster.
Mrs. W. R. White, London, Eng.

Smith, Goldie M. . . . . Marshfield, Vt.
Teaching, Medford.

Members of Eighth Class taking Partial Courses.

Flynn, Agnes M. . . . . Fitchburg.
Deceased.

Greenlaw, Nellie G. . . . . Leominster.
Mrs. C. D. Walcott, Leominster.

LeMay, Clara J. . . . . Fitchburg.

Nash, Jeremiah M. . . . . Fitchburg.

Perry, Katherine G. . . . . Fitchburg
Teaching, East Charlemont.

Randall, Asa G. . . . . Fitchburg
Supervisor of drawing and manual training, Fitchburg.

Sanderson, Bertha A. . . . . Shirley.
Teaching, Hubbardston.

Sisley, Susie M. . . . . South Lancaster.
Student, Bridgewater Normal School.

Tupper, Helen A. . . . . Orange.
Teaching, Tully.

Wray, Inez J. . . . . Leominster.

NINTH CLASS.

[Entered September, 1903.]

Members of Ninth Class receiving Certificates for One Year's Work.

Eastman, Allie T. . . . . North Amherst.
Teaching, Chicopee.

Libby, Violet M. . . . . East Pepperell.
Mrs. George S. Carleton. Teaching, Pepperell.

Merrick, Lena B. . . . . Henniker, N. H.

Needham, Elizabeth C. . . . . Westminster.
Teaching, Chicopee.

Streeter, Sadie L. M. . . . . West Dummerston, Vt.
Teaching, Winchendon.

Members of Ninth Class taking Partial Courses.

Allen, Frank A. . . . . Fitchburg.
Student, Normal Art School, Boston.

Brewer, Ruth E. . . . . Berlin.

Dunn, Annie E. . . . . Fitchburg.
Teaching.

McCracken, Mrs. Ida B. . . . . Fitchburg.
Deceased.

Waite, Alice M. . . . . Orange.
Teaching, New Salem.

Wright, Nellie F. . . . . Littleton.
Teaching, Westminster.

NAMES OF STUDENTS, 1904-1905.

Elementary Course, Fifth Class.

[Entered September, 1899.]

Johnston, Elizabeth E. . . . . Clinton.

Elementary Course, Ninth Class.

[Entered September, 1903.]

Adams, Laura E. . . . . West Rindge, N. H.
Bailey, Lucy G. . . . . Fitchburg.
Baldwin, Martha J. . . . . Fitchburg.
Bates, Lena M. . . . . Phillipston.
Battles, Edna L. . . . . Westminster.
Bigelow, Harriet M. . . . . Princeton Depot.
Byron, Katherine F. . . . . Gardner.
Clarke, Edith L. . . . . Townsend.
Conway, Mary J. . . . . Westminster.
Davis, Alice A. . . . . Winchendon.
Davis, Grace I. . . . . Turners Falls.
Farnsworth, Edith P. . . . . Still River.
Feely, Mary G. . . . . Otter River.
Gilles, Mary G. . . . . Fitchburg.
Herlihy, Katharine B. . . . . Fitchburg.
Hill, Marguerite E. . . . . Melrose.
Hills, May N. . . . . Sterling.
Lamprey, Sadie E. . . . . Laconia, N. H.
Lane, Marion F. . . . . Leominster.
Lee, Rose M. . . . . Fitchburg.
Lowe, Lorena M. . . . . Fitchburg.
McMillan, Margaret J. . . . . Ayer.
Munn, Abbie F. . . . . Fitchburg.
Murray, Catherine A. . . . . South Lancaster.
Myers, Lillian G. . . . . Hinsdale, N. H.
Newton, Violetta A. . . . . Leominster.
Ordung, Agnes S. . . . . Leominster.
Parker, Helen L. . . . . Winchendon.
Peabody, Alice M. . . . . Lunenburg.
Powers, Mary F. . . . . Lancaster.
Ryan, Mary E. . . . . Fitchburg.
Seaver, Grace L. . . . . West Townsend.
Smith, Elizabeth S. . . . . Littleton.
Smith, Frances D. . . . . Fitchburg.
Spalter, Mabel J. . . . . Winchendon.

Stearns, Fannie G.	Waltham.
Stockwell, Grace E.	Fitchburg.
Wallace, Isabel	Clinton.
Ward, Anna E.	Fitchburg.

Elementary Course, Tenth Class.

[Entered September, 1904.]

Archibald, Margery A.	Lunenburg.
Bagster, Ruth M.	Harvard.
Bolton, Cora H.	Fitchburg.
Bradford, Carrie G.	West Acton.
Brown, Ethel M.	Winchendon.
Chase, Ida M.	Nashua, N. H.
Coleman, Bertha M.	Gardner.
Cozzens, Vida I.	Leominster.
Crowley, Mary L.	Millers Falls.
Davis, Elizabeth E.	Turners Falls.
Drew, Jane A.	Alfred, Me.
Duncklee, Alice G.	Francestown, N. H.
Duncklee, Mabelle B.	Francestown, N. H.
Eaton, Mary C.	Lunenburg.
Eddy, Bertha G.	Gardner.
Elmer, Elizabeth	Southold, L. I.
Felch, Edna E.	Ayer.
Flint, Emma H.	Winchendon.
Gallup, May E.	Fitchburg.
Hawthorne, Helen M.	Fitchburg.
Kane, Mary A.	Fitchburg.
Look, Nellie L.	Leominster.
Lynde, Bessie M.	Melrose.
McCarthy, Julia L.	Acton.
MacComiskey, Gertrude M.	Leominster.
McGrath, Gertrude E.	East Pepperell.
McNulty, Jennie V.	Fitchburg.
Murphy, Mary E.	Fitchburg.
Murray, Catherine F.	Gardner.
Newton, Blanche I.	Gardner.
Nickelson, Lillian E.	Lunenburg.
Quimby, Margaret D.	South Acton.
Reed, Margaret	Fitchburg.
Rynn, Julia F.	Ayer.
Shippee, Maude M.	Gardner.
Smith, Mollie L.	Fitchburg.
Swallow, Cora L.	Dunstable.
Watson, Rosalie W.	Fitchburg.

One Year's Course for Teachers.

[Entered September, 1904.]

Aiken, A. Maud	Putney, Vt.
Amidon, Evelyn E.	Richmond, N. H.
Brewer, Effie M.	Athol.
Collins, Hortense E.	Laconia, N. H.
Conelly, Julia M.	North Brookfield.
Dexter, Edith L.	Athol.
Felch, Julia E.	Hinsdale, N. H.
Grant, Mary C.	Athol.
Knight, Flora M.	Gardner.
Martin, Ruth L.	North Richmond, N. H.
McIntire, Ora M.	Gardner.
Preston, Edith M.	Springfield, Vt.
Tormey, Gertrude K.	Chester.

Kindergarten Course.

Batley, Irene E.	Maynard.
Bemis, Lucy M.	Northborough.
Damon, Hazel	Fitchburg.
Parks, Helen A.	Fitchburg.

Special Students.

Andrews, Amy L.	Fitchburg.
Crosby, Ruth C.	Fitchburg.
Dole, Blanche	Fitchburg.
Johnquest, Mary E.	Leominster.
Lockey, Frances L.	Leominster.
Morrill, Katherine M.	Fitchburg.
Piper, Gertrude H.	Leominster.
Raymond, Clara R.	Fitchburg.

Advanced Course, Seventh Class.

[Entered September, 1901.]

Clark, Elinor W.	Ayer.
Donald, Helen M.	Clinton.
Flagg, Marion W.	Littleton.
Higgins, Catherine J.	Leominster.
Hills, Ethel C.	Leominster.
Howe, Helen E.	Leominster.
Kilbourn, Albert S.	Townsend.
Lowe, Marian A.	Fitchburg.

McCaffrey, Florence G.	Clinton.
Murray, Annie E.	South Lancaster.
Priest, Maud B.	West Acton.
Sullivan, Alice M.	Leominster.
Tucker, Sybil I.	Leominster.
Washburn, Mary	Baldwinville
Willard, Elsie E.	Leominster.

Advanced Course, Eighth Class.

[Entered September, 1902.]

Barnes, Lora A.	Riverside.
Brown, Bertha S.	Lunenburg.
Chandler, Grace W.	Leominster.
Cole, Florence F.	Leominster.
Conant, Rena B	Leominster.
Conlon, Agnes K.	Leominster.
Courtney, Anna B.	Fitchburg.
Dacey, Anna S.	Fitchburg.
Marble, Elsie B.	Leominster.
Miller, Harriett M.	Townsend.
O'Toole, Florence H.	Clinton.
O'Toole, Rose M.	Clinton.
Page, Florence M.	Leominster.
Powers, Elsie W.	Leominster.
Thayer, Wilnetta C.	Orange.
Thompson, Gertrude E.	West Townsend.

SUMMARY.

Whole number of students from the opening of the school (Also 56 teachers for Saturday work in 1898.)		522
Whole number of graduates, elementary course		256
Whole number of graduates, advanced course		74
Whole number of graduates, kindergarten course		5
Number receiving certificates for one year's work		48
Number of students in attendance, 1904-1905		134
Including: —		
Advanced course	31	
Elementary course	78	
Teachers' course	13	
Kindergarten course	4	
Special students	8	
Number of pupils in attendance in the model and practice schools, 1904-1905,		1,021
Including: —		
Fitchburg schools	641	
Leominster schools	380	

Certificate Required for Admission to a Preliminary Examination.

_____ 1905.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

Certificate of Graduation and Good Character.

This is to Certify that M _____

is a regular graduate of a four years' course of the _____

_____ High School, and that, to the best of my knowledge and belief, _____ he is a person of good moral character.

_____ *Principal.*

_____ 1905.

NEW STATE NORMAL SCHOOL – FITCHBURG.

FIRST HOME OF THE NORMAL SCHOOL.

VESTIBULE AND OFFICE.

Stair Landings

Second and Third Floors

NORMAL STUDENT'S FIRST TEACHING.

THE GYMNASIUM.

Field Work

Sketching and Bird Study

NATURE STUDY—NORMAL STUDENTS WITH CHILDREN FROM MODEL SCHOOLS.

Two Corners in the Studio

STUDENTS' SITTING ROOM IN MILLER HALL.

SUITE IN MILLER HALL—LOOKING FROM SITTING ROOM.